DOCUMENT RESUME

ED 324 496 CE 056 049

AUTHOR Darling, Sharon; Hayes, Andrew E.
TITLE Breaking the Cycle of Illiteracy: The Kenan Family Literacy Model Program. The William R. Kenan, Jr. Charitable Trust Family Literacy Project. Final Report 1988-1989.
INSTITUTION National Center for Family Literacy, Louisville, KY.
SPONS AGENCY William R. Kenan, Jr. Charitable Trust, Chapel Hill, NC.
PUB DATE 89
NOTE 145p.; For a related document, see CE 053 729.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Education; Demonstration Programs; *Illiteracy; *Intergenerational Programs; *Literacy Education; *Models; Parent Child Relationship; *Parent Education; Parenting Skills; *Preschool Education; Program Evaluation; Vocational Education

ABSTRACT

The Kenan Trust Family Literacy Project was implemented during the 1988-89 school year at three model sites in Louisville, Kentucky, and four in North Carolina. The model was designed to teach undereducated parents together with their 3- or 4-year-old children. Children participated in a comprehensive preschool program while adults studied in various academic and vocational areas. During Parent and Child Together (PACT) time, parents and children worked and played together. The Parent Time (PT) component allowed parents to meet as a group to address significant problems. Research identified seven types of parents with distinctly different characteristics related to program participation, motivation, capability, needs, and likelihood of accomplishment. Few parents in two problematic groups remained in the program for periods long enough to make significant gains in their or their children's achievements. For all other groups, almost all parents and children made important gains in academic performance, self-concept, social skills, and control over their lives. Recommendations were made for model adoption. (Following the 42-page final report are a description of the model, descriptions of parent types, case descriptions, anecdotal records, academic achievements of parents by site, and raw data for adults by site.) (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED324496

BREAKING THE CYCLE OF ILLITERACY: THE KENAN FAMILY LITERACY MODEL PROGRAM

The William R. Kenan, Jr. Charitable Trust
Family Literacy Project

Final Report
1988-1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S Darling

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Sharon Darling, President
Andrew E. Hayes, Director of Research

The National Center for Family Literacy
One Riverfront Plaza, Suite 608
Louisville, Kentucky 40202

CE 056 047

WILLIAM R. KENAN, JR. CHARITABLE TRUST
FAMILY LITERACY PROJECT

FINAL PROJECT REPORT

1988-89

Sharon Darling
The National Center for Family Literacy
One Riverfront Plaza, Suite 608
Louisville, Kentucky 40202
(502)584-1133

Andrew E. Hayes
School of Education
The University of North Carolina at Wilmington
601 South College Road
Wilmington, North Carolina 28403-3297
(919)395-3353

TABLE OF CONTENTS

I.	INTRODUCTION	3
II.	EVALUATION SUMMARY	4
III.	PROJECT OPERATIONS	7
IV.	THE KENAN TRUST FAMILY LITERACY MODEL	8
V.	PROJECT OUTCOMES	13
	A. Research Findings	13
	1. Recognition of Differences Among Adults	13
	2. Parental Views of Knowledge	15
	B. Development of the Model	16
	C. Achievement by Children: Summary	17
	D. Achievement by Children: Specific Goals	19
	E. Descriptive Data: Adults	21
	F. Achievement by Adults: Summary	22
	G. Achievements by Adults: Specific Goals	28
VI.	PROBLEMS ENCOUNTERED	37
VII.	RECOMMENDATIONS	39
APPENDIX A:	The Kenan Trust Family Literacy Model:	43
APPENDIX B:	Types of Parents	57
APPENDIX C:	Selected Case Descriptions	66
APPENDIX D:	Selected Anecdotal Records	96
APPENDIX E:	Academic Achievements of Parents by Site	116
APPENDIX F:	Raw Data for Adults by Site	124

WILLIAM R. KENAN, JR. CHARITABLE TRUST
and
THE SOUTHERN REGIONAL EDUCATION BOARD

FAMILY LITERACY PROJECT
1988-89

I. INTRODUCTION

The Kenan Trust Family Literacy Project is funded by the William R. Kenan, Jr. Charitable Trust, located in Chapel Hill, North Carolina, and administered during the 1988-89 year by the Southern Regional Educational Board (SREB).

The project was a bold attempt to improve education for "at risk" youngsters and their "at risk" parents by going beyond the confines of elementary, secondary, and adult-education classrooms. The project intervenes early in the life of children to break the cycle of illiteracy and undereducation by combining efforts to provide quality early-childhood education with efforts to improve the literacy and parenting skills of undereducated adults. To break that cycle, the project attempts to improve parent's skills and attitudes toward education, to improve the children's learning skills, to improve parent's childcare skills, and to unite the parents and children in a positive educational experience.

The model designed to achieve that general goal brings undereducated parents (or adult caregivers) together with their three- or four-year-old children for three days each week in an elementary school in which learning takes place for both the parents and children. The children participate in a comprehensive preschool program while the adults are studying in the various academic areas. In addition, vocational preparation is provided in the Kenan Trust Model through career counseling, student assessment, and instruction to develop "employability skills." This component of the model is designed to establish a pathway from academic schooling to work, or to further schooling for the parents.

The Model Program also includes two other special components. One provides a specific time each school day when parents and children work and play together (PACT time). During this time parents help their children learn in the preschool classroom, and they discover how to make learning fun at home. Parents are asked to apply the strategies for effective parenting which they learned in the parent-education program by using them with their own children. In the other component, parents meet as a group each school day (PT) to address some topic or

problem which they have chosen as significant to them. The group, including the teachers, uses a variety of resources and group problem-solving processes to help themselves.

II. EVALUATION SUMMARY

The Kenan Trust Family Literacy Project was implemented during the 1988-89 school year in seven model sites; three in Louisville, Kentucky and four in North Carolina. The families in these sites represented a range of populations from urban to mountain rural, and a range of socioeconomic standing from lowest to lower middle. The academic range of parents was from beginning reading to near high school completion. These differences were found within and among the sites.

The program model was refined and documented throughout the school year, and materials for dissemination and training are under continuing development. Adoption of the model by organizations located throughout the United States has begun, and training for the staff of those adopting sites is scheduled to begin in August, 1989. Refinements in the model and the materials will continue as experience grows.

Research from the 1988-89 year has identified seven types of parents, with distinctly different characteristics which are related to program participation, motivation, capability, needs, and likelihood of accomplishment. Two of these groups proved to be problematic in several respects, including attendance, participation, and commitment to change. Few of those parents remained in the program for long enough periods of time to make significant gains in their own achievements or in those of their children.

For all other groups, almost all parents and children made important gains in academic performance, self concept, social skills, and control over their life. In some cases the changes seemed almost unbelievable, to the point of transformation of lives.

The Parent Time (PT) component of the model was described by all participating parents as a set of experiences that helped them significantly. That component was designed to help parents address a variety of their problems and needs; but its operation proved effective in getting the parents to become part of a group, with strong identity with the group. Most parents reported adult friendships with members of the group. Some said this was their first experience with adult friends other than family members. Many parents reported strong influences of the group on their decision to continue in the program, especially during difficult periods in their lives.

Combining the early-childhood and adult-education programs within the model had significant modeling value for the children, and motivational effect on the parents. Parents said the children were the motivating force to attend on some days when they would not otherwise have attended. Most parents said they felt good about being back in school so they could speak with authority with their children about the value of staying in school for an education. Many had said their older children had responded well to their being in school. The children have enjoyed several symbolic elements of the model as indicators of becoming a "grown up." Especially meaningful were going to school, riding the bus, taking their parents to the adult classroom (rather than being taken to the ECE class by the parent), and being able to use tools which they had not been allowed to use at home before enrolling.

The Parent and Child Together (PACT) contributed significantly to the program success during the first year, but will be refined to formalize the teacher-demonstration segment and to develop a part of the parent-education program for planning the parents' work with children and for reflection upon it after the PACT session.

During that first project year, all model-site staff were new to the model and to the job. A distinguishing feature of the project operations was the degree to which the staff worked as a team, and adopted the ideals of the model. The commitment of the local administrative organizations to the project and the high levels of staff commitment made problems easy to address, because people at all levels of the project worked to solve them.

The model was implemented by all sites as it was designed, but the sites varied a great deal in the local contributions of materials, equipment, and other resources. Further; because of special interests and capabilities in staff, different program emphases were given to methods and topics in the program for parents. In all cases, these program variations proved to be different in effects, but effective in overall accomplishments for the parents and children. With the local variations and the slowness of achieving a stable client group during the first project year, cost analyses and cost comparisons would not reflect the model as it will be when it becomes a stable system within the respective implementing organizations. The site variations during that first year were reviewed to determine whether any should be included as refinements in the model description.

Even as a first-year project, accomplishments for parents and their families were substantial. The second year is expected to begin with a trained and experienced staff, equipped and supplied classrooms, and a client group near the target size. With a full year of operations as an ongoing program, data for

the second year should approximate more closely the characteristics of a program during a period of regular operations.

At the end of the first year, it is clear that the Kenan Trust Family Literacy Model Program is a powerful form of intervention for families with illiterate or undereducated adults. While projects which contain only an adult education program or an early childhood program may claim to be (and probably are) successful at causing significant accomplishments for their clients, it is clear from what we were told by the families enrolled in the Kenan Model sites, that having all parts of the model integrated into a system of services resulted in:

» more regular attendance by the parents,
» greater likelihood of continuing in the program,
» greater family influences,
» greater improvement in self concept, and
» higher achievement than would the separate parts.

» None of the parents wanted any parts of the model omitted.

» Even for parents who enrolled with an initial interest only in the adult education program, the PT, the PACT time, and the proximity to the early childhood program became major factors in their achievement and ultimate satisfaction with the program.

It seems reasonable to conclude, even after one year of experience, that with good implementation of the model a project can be rewarded with many significant demonstrations of accomplishment. One example was a statement made by a parent who was taken to lunch by the staff after hearing that she had made a perfect score on a section of the GED exam. The parent said, "I have to go home and go to bed." When asked why, she replied, "My jaws hurt. I have never smiled so much in my entire life!"

Two other parents talked about their view of themselves after the program. One said, "I'm just glad I came! Sometimes I can't believe myself. It seems like so much has happened, and I've come such a long way. I know I've still got a long way to go, but I'm not afraid anymore, I'm not scared to try anymore, because I feel like I can do something. I know that I can."

And the other one said, "For so long I just felt like I would never amount to anything, and because of this program I don't feel that way any more. This program showed me I can, and I will!"

III. PROJECT OPERATIONS

The Kenan Trust Family Literacy Project began operations on a small scale during March, 1988, with two sites in Louisville, Kentucky. It expanded programs in the Fall, 1988, to three sites in Louisville and four in North Carolina. The expansion to the third site in Louisville was made possible by additional funding contributed by the Kentucky Department of Health and Human Services. The model programs in North Carolina are located in Fayetteville, Henderson, Walnut, and Wilmington. With the urban sites in Louisville and the sites throughout North Carolina, the model is being developed and tested with diverse populations.

Each model site was staffed by three teachers: an adult-education teacher; a preschool teacher; and a teacher assistant for the preschool. These teachers were employed part-time for four days per week. The parents and children attended three of those days, and the fourth was a team planning day.

Training for the staff of the original two sites was conducted in Louisville at the beginning of their projects. The staff of all other sites received initial training as a group in North Carolina in August, 1988. The content of this two-week training included: the project philosophy; the goals, objectives, and expectations of the project; policies and procedures for administering a model; recruitment and retention strategies; human resources development; group leadership; parenting education; team building; the High/Scope preschool curriculum and methods; and project research and evaluation procedures. Follow-up and, continuation training for staff of all sites was conducted during February, 1989, in Louisville. In addition to preparation of the staff for their academic teaching, they were trained to be leaders of groups. The training was designed to promote team building among the staff so they could function at work as a team for maximum effect on the family.

Each project site was provided with a detailed Guidebook which included information needed to develop and manage model programs, but the sites were responsible for project operations. These responsibilities included: recruitment and selection of staff; providing spaces; purchasing materials, equipment, and supplies; and project management. Oversight of the projects was provided by the Director of the Kenan/SREB Family Literacy Project (Sharon Darling), and monitored by a total-project evaluation system.

Governance of programs among sites was different, depending on the local educational service systems. In Louisville, both the early-childhood education system and the adult-education system for all sites were operated by the Jefferson County

Public School System; while in North Carolina, the services were covered by two state agencies: the Department of Public Instruction, and the Department of Community Colleges. Administration of two sites in North Carolina was by the community colleges, and two were jointly administered by the local public school systems and community colleges. In all North Carolina sites, collaboration between the community college and local school system was essential, and operational.

All the projects were located in elementary schools, with two classrooms used: one for the early-childhood class, and one for the adult-education class. The classes at two of the Louisville schools were in adjacent portable buildings located beside the main school building.

The sites began operations at the beginning of the 1988-89 school year, although classes were not begun in Wilmington until October. Two of the Louisville sites were continuing, having begun in March, 1988.

Each staff, except the two continuing ones in Louisville, was new at the beginning of the school year. Thus, a new staff was implementing the programs at the sites, including, locating and recruiting the families for clients. This task proved difficult, and recruitment and selection continued in most sites. Parents and their children continued to enroll throughout the school year. The planned size of the client groups for each site had been 15 parents and their children. The actual beginning numbers were lower, and ranged from seven to 14. Some parents dropped out of the program during the year, and others enrolled at various times. Thus, groups of clients changed in number and composition during the year.

Adults are encouraged to enroll in the program at the beginning of the year and remain for the full academic year. In practice, they may enroll at any time during the year if space is available and the local administrators allow the enrollment. There are no sanctions applied for leaving the program, and there were dropouts. No adults completed their academic goals before the end of the academic year; but if they had, they would have been encouraged to continue in the program for the benefits to the children and family.

IV. THE KENAN TRUST FAMILY LITERACY MODEL (See Appendix A for details.)

A. Target Audience

The Kenan Model Program was developed for adults and children in which the adults are undereducated, main caregivers of the children who are ages 3- or 4-years. Most adult participants are parents, but grandparents or others who have caregiving

responsibility for the children are eligible. The age eligibility for children is determined by local school calendar standards, but there are no age limits placed on the adults. The Model is designed to serve best those adults who are functioning academically at about "4th-grade level" or above.

Since the programs operate during the regular school day for three days each week, almost all persons who attend are unemployed during the time of enrollment. However, employment status is not a criterion for client selection.

Academic goals for the adult clients are individualized, and range from specific academic accomplishments to completion of GED requirements, or preparation for various jobs or programs in higher education. Adults may remain in the program as long as their children are eligible to attend. Once enrolled, children may continue in the program for the remainder of the academic year. If they become eligible in age to enroll in a kindergarten program, they are placed in that program the following year. Adults whose children are ineligible to continue, but who have not accomplished their goal, will be given help to enroll in some other appropriate program.

B. Model Goals

The primary goal of the model programs is to break the intergenerational cycle of illiteracy, undereducation, and poverty by improving parent's skills and attitudes toward education, by improving the children's learning skills, by improving parent's childcare skills, and by uniting the parents and children in a positive educational experience.

The particular program goals set to achieve that end are to:

1. Change the system of meaning within the home so children receive messages conveying the importance of education, the value of schooling, the importance of personal responsibility, and hope of achieving education, employment, and a successful adult life.

2. Increase the developmental skills of preschool children to prepare them better for academic and social success in school;

3. Provide a role model for the child of parental interest in education;

4. Improve the relationship of the parent and child through planned, structured interaction which:

   a. Demonstrates to parents their power to influence their child's ability to learn;

c. Increases the influence of literacy in the home so parents can help their children continue to learn;

d. Identifies and encourages treatment for physical or mental handicaps of children in the program.

5. Improve parenting skills of the adult participants;

6. Enable parents to become familiar with, and comfortable in school settings;

7. Raise the education level of parents of preschool children through instruction in basic skills; and

8. Help parents gain the motivation, skills, and knowledge needed to become employed or to pursue further education or training.

C. Components of the Model (See Appendix A for details.)

1. Parent Literacy Training: There is no standard curriculum for the adults. The adult education curriculum is highly individualized, and based on the needs or goals of particular students. The adults are assembled as a group because of their common quality as parents of children who are three or four-years-old, and not because of their academic functioning or goals. Consequently, there is a wide variety of levels of skills, abilities, and interests among the class members. The teacher must be prepared to design individual learning programs for the adult students who may range in academic capability from nonreading to levels near those needed to pass GED exams. The teachers develop individualized plans using the academic diagnosis of student traits and the goals and needs of the students. The Test of Adult Basic Education (TABE) is used to provide initial test data for all adults who function at levels covered by the test. Other tests and assessment procedures are used in the discretion of the teachers.

The student goals and needs are used as criteria for selecting materials and content, instructional sequencing, developing procedures, and for evaluation. Students spend approximately three hours each day in academic study.

Each model site used a variety of text materials including those published by Barnell Loft, Contemporary, Cambridge, Scott-Foresman, Steck-Vaughn, New Readers Press, Prentice-Hall, and Riverside. Supplementary materials included maps, globes, newspapers, and magazines. Other materials differed among the sites and reflected local availability and special interests of the staff and organizations. Among the examples of local additions to the model materials and programs is the "Time to Read" series published by

Time-Life, Inc., and awarded to the Fayetteville project by the Fayetteville Cablevision Company. Several teachers provided books and materials relating to their special interests and capabilities, and arranged with local libraries or other agencies to provide materials.

Three of the model sites had significant access to computers for use in the adult-education classes. In those sites, almost all parents used the computers for reinforcement of their academic learning.

2. Parenting and Parent Education: The design of this part of the model is based upon the assumption that parents (or adult caregiver) are the first, and most important teachers of children. Undereducated adults often do not know the importance of their role as educator, nor do they know how to serve effectively in this role. Many of the parents came from home settings which left them "malnourished" physically, emotionally, socially, and educationally.

   Two units of the school day were developed to address those conditions: Parent Time (PT), and Parents and Children Together (PACT) Time.

   During PT, the group consisting of parents, teachers, and any resource persons design programs of interest to study and discuss. These sessions usually are scheduled in the early afternoon for a period of about 45 minutes of time. PT topics include, for example, child nurturing, managing and coping with child behavior, community resources, communications between parent and child, spouse abuse, and job and educational opportunities. In addition to the learning purposes of PT, it is designed to create an atmosphere among the group members which produces identity with the group. This identity helps to promote attendance and retention in the programs.

   During PACT Time, the parents and their children are involved in preschool activities that stimulate and reinforce interaction within the family. The program has two distinct parts: one in which the teacher models working with children while parents observe; and one in which the parents work with their children as teacher in activities planned by the children. The parents are encouraged to let the children lead in these activities; and they are expected to learn how to teach their children while they are engaged in play activities.

3. Early Childhood Education: This component of the model uses the cognitively-oriented High/Scope Curriculum and model program, which has been validated by High/Scope for national dissemination. In this program children are encouraged to initiate learning experiences through activi-

ties they plan and carry out. "Active learning" builds on the existing strengths and accomplishments of the children. The curriculum focuses on the broad set of intellectual skills which emerge during the preschool years. Skills are developed through a range of active explorations and investigations using many "free and found" materials which are supplemented with blocks, puzzles, books, records, toys, play furniture, and classroom furniture. These materials are enhanced with creative supplies such as paints, paper, scissors, and glue.

4. Human-Resources Development (HRD): At regular times during the school day, parents study pre-employment skills, such as goal setting, interviewing, and factors relating to job readiness. These activities are designed to enhance self esteem of the parents and help them understand the nature of the work place. To support this program, most parents work as volunteers in the school at any of a variety of jobs including, for example, library or kindergarten aides, tutors, story readers, office assistants, or cafeteria helpers. While these jobs are intended to support the HRD goal, they serve, also, to make the parents feel comfortable with teachers and administrators in schools.

D. Evaluation Methods

The evaluation procedures for the model are designed to provide information to the teachers and to project managers. The methods are elaborated in the materials for each procedure. The data-collection procedures are:

1. Use curriculum-embedded tests and teacher-made tests for units of study in the adult-education classroom.

2. Use the curriculum-embedded assessment procedures in High/Scope for determining the performances of children.

3. Conduct case studies of each family.

4. Collect anecdotal records of any events of significance.

5. Obtain summary judgments of staff of events and accomplishments of the programs.

6. Administration of the TABE as a pre- and post test for all parents for whom the test is appropriate.

7. Record descriptive information about adults and children at time of entry to support follow-up evaluation.

8. Interview and survey parents.

9. Observe in the classrooms.

All test data and surveys of perceptions of adults are collected by project staff according to a schedule. Evaluation consultants observe in classrooms, interview staff at mid year and end of year, and interview parents as a group and individually at the end of the year. The staff document events of significance in anecdotal records as the events occur.

V. PROJECT OUTCOMES: 1988-89

A. Research Findings

1. Recognition of Differences Among Adults.

As had been expected, the adults in the programs were not alike. The range of academic functioning at the time of entry was from minimal literacy to near passage of GED exams. But, the adults and their families were different, also, on social and personality factors which affect their participation in, and achievement from the model programs. Particularly, they seem to vary on, among other things: degree of acceptance of social norms, commitment to change, hopefulness of change in self and personal conditions, confidence of change, personal capability to learn and change, and supportiveness of their environment. (Described in this section below.)

These adults fit into several groups which were different in their types and degrees of participation and success in the programs. Both short- and long-term conditions and effects are likely to be different for these groups. Furthermore, it seems likely from experiences during the first project year that alternative ways of intervening within a program and among programs will be required for the most effective and efficient treatment of these different types of people.

Listed below are summary profiles of these types of adults, referred to here only as types A through G. (Studies to verify and name these types will be conducted during the next project year.) The general meaning of the variables which have been used to describe differences among these groups are:

a. "Degree of Acceptance of Social Norms" includes such qualities as: attention to schedules and routines; acceptance of responsibility for child; appropriateness of methods for dealing with children; acceptance of responsibility for self and personal condition; genuineness of relationships with others; or willingness to set goals.

	Adult Types						
Characteristics	A	B	C	D	E	F	G
Acceptance of Norms	High	High	Low	Low	High	High	High
Commitment to Change	High	High	Mod	Low	High	Mod	High
Hopefulness of Change	High	High	Mod	Low	Low	Mod	Mod
Confidence of Change	High	Low	Low	Low	Low	Low	Mod
Personal Capability	High	High	Low	Low	High	Low	Mod
Supportiveness of Env.	High	Mod	Low	Low	Low	Mod	Mod

b. "Commitment to Change" refers to the degree to which the person is prepared to work to accomplish the changes in personal and life conditions which are desired. This would be shown by the degree to which the time, attention, energies, and other personal resources are given to change.

c. "Hopefulness of Change in Self and Personal Conditions" refers to the degree to which the person actually believes that changes in themselves and in their life conditions are possible; the presence of hope.

d. "Confidence of Change" refers to the degree to which the person actually expects changes to occur as a result of their efforts; the degree to which the person believes they and their current conditions will improve.

e. "Personal Capability to Learn and Change" includes such factors as: intellectual capability; mental state; psychological and social states; and levels of prior learning and accomplishment.

f. "Supportiveness of Environment" includes such factors as: level of support from family members; absence of burden from other responsibilities and conditions; financial stability of the family; physical and emotional security of the home and surroundings; and freedom from distractions in the home and surroundings.

Findings of categories were based upon interviews with parents and staff at several times during the year. For the 1988-89 year, their major purpose was to help explain differences in effects of the programs and to make conclusions about the validity of the model. To the extent that the types are valid for the clients, and generalizable to the population of adults, they should be useful in planning programs and activi-

ties to reflect the differences among parents. Thus, a major project goal for the 1989-90 year will be to develop and test a set of procedures for predicting the characteristics of the parents before programming begins, or early in programming.

2. Parental Views of the Nature of Knowledge and of Ways of Gaining Knowledge.

Literature relating to the nature of knowledge and views of knowledge held by persons indicate that the views are developmental; with persons at the lowest level considering knowledge as static, factual, concrete, and historical. Only later in development is knowledge believed to be dynamic, personal, or, changing. Views held by adults in the programs seem to be low in development; and consistent with a pattern that has significant consequences for effects of methods for working with parents in different parts of the model.

Particularly, the parents interviewed seemed to view "academic" and "common" knowledge as different in nature and methods of acquisition. Academic knowledge was viewed as factual, static, historical, and low in usefulness. It was learned at school for school use; it served as a certifying tool. The teacher and books were authorities. Common knowledge was learned through experience in one's own context. What one needed to know for daily living was learned from experience. Suggestions and recommendations were valid if offered by someone in a situation like their own. For example, to learn mathematical operations or historical information, the teacher or books were "expert;" but to learn about managing behavior of a child, persons with children, especially persons who lived in similar situations and who had children, were viewed as valid sources of information.

Further, there was little evidence revealed in the interviews that parents thought of probabilistic phenomena as other than factual, with certainty being the criterion for validity. For example, if a specialist in child behavior made the statement, "If you use method X for dealing with your child, your child's behavior will be Y." the parent assumed that if method X is used once and behavior Y does not occur, then the statement is not valid. There seemed to be no recognition that use of the method required a pattern of action, and not a single (or occasional) action. Nor was there recognition that the statement was a prediction, with the probability of error, especially when applied to individual cases.

Implications of such a view for teachers using the Kenan Model seem significant. In the teacher role in the basic-education program, the teacher is likely to be viewed as an expert, and a legitimate source of knowledge. In PT, many of the topics addressed deal with matters for which the teacher will not be viewed as an expert; nor, for that matter, would "an expert"

brought into the class by the teacher. Knowledge of such matters might be viewed just as legitimate, or perhaps more so, if it came from another parent or neighbor, as if it came from an expert in a field. Matters of life and behavior are covered by common knowledge.

There is evidence in some cases that the parental view of the teacher as a source of nonacademic knowledge changed through the year. In these cases, incremental uses of teacher suggestions had occurred. As those suggestions proved effective, the teacher became viewed more as a resource. Thus, it seems that parental views of knowledge <u>can</u> change; but in order to assure that it does change, deliberate elements of the model should address those views. Significant efforts by teachers to assist parents in family matters may prove unsuccessful if the view of validity of the information held by the parents is not taken into account by the staff.

<u>B. Development of the Model</u>

Documentation of the model and its components has been accomplished in the form of a <u>Guidebook</u>. This book contains both the project specifications and materials and materials to use in staff development and program planning for others who may adopt the model. Further documentation is in the form of a diagram and related descriptions of the system of influences to break the cycle of illiteracy. (See Appendix A for these materials.)

All model sites began functioning and became part of the school operations. Materials for recruitment and selection were developed, classrooms were furnished, equipped, and supplied with instructional materials, and routines for operation of the project were established. While some problems remained at the end of the year relating to facilities, procedures, equipment, and materials, the tasks remaining to have good, operational units in the seven schools are matters of refinement.

Each model project has become part of its community, with perceived validity. This point is demonstrated clearly from referrals of clients made after about mid year. Except in one project location which chose not to continue recruitment and admission after the school year began, all project sites increased enrollment to full-, or near-full capacity. Many of these families were recruited because they were referred by other agencies, or they received information through newspapers, TV, or posters.

But, perhaps more significant, a large proportion of the new members were told about the project by adults who were currently enrolled. "Word-of-mouth" from satisfied, enthusiastic

participants began to have a community effect that is showing, especially in the recruitment of other families. In addition to the families who will be returning next year, at the end of the year all sites had identified several families planning to enroll for the 1989-90 year. The decision for most of these families to begin their program was influenced by referral agencies or by parents who were enrolled during the 1988-89 year.

The model sites staffed the programs, and developed personnel capabilities to implement the programs. The staff-development programs in August, 1988, and February, 1989, were very successful in "inducting" the new staff into the project. They seem to have strong commitment to its ideals, and have a dedication to work as needed to perform the tasks of the project. The staffs remained generally stable during the year, with the only changes being the adult education teacher in one Louisville school and the early-childhood teacher assistants in Fayetteville and in one Louisville school. Thus, an experienced staff will continue program operations in 1989-90.

The system of staff development for the model has been developed, and an overall plan that should serve efforts to replicate the model has been implemented as programs of The National Center for Family Literacy, established in Louisville by the Kenan Charitable Trust. The staff-development programs that were implemented during the year were extremely successful in developing a sense of commitment to the ideals of the Kenan Model, and resulted in adoption of those ideals at all sites.

A data base comprised of case studies of all participants in the programs during the 1988-89 year has been established to support long-term research on the effectiveness of the model, and to support research on intergenerational influences. Several papers relating to these influences are planned.

The Kenan Model has become established nationally as a major alternative form of intervention for undereducated parents and their young children. Several thousand requests for information about the model have been answered by the project director and her staff, and at least 10 agencies located throughout the United States made commitments to adopt the model in whole or part beginning in the 1989-90 school year.

C. Achievements by Children: Summary

At the time of enrollment, almost all families had children with some form of initial difficulty functioning in groups, or being away from parents. In some cases, the parent was too protective for the child to be independent -- she was too much a "mother." In others, the relationship was harsh and abu-

sive, and the child would be aggressive or overactive. At the end of the year all children who had been in the classes for over a month or two had made important growth in both behaviors and use of language. These changes in the children were noticed by parents and staff, and they described those changes frequently in their anecdotal notes. (See Appendix D for an illustrative set of these statements.)

The children who were in the programs for times long enough to expect effects, and with regular attendance patterns, made significant gains in skill areas assessed by the curriculum documents. Furthermore, the parents and staff described important changes in language usage, independence of actions, decision-making capability and decision behavior, and in the pre-academic performance of their children.

All parents reported that their children looked forward to school attendance and enjoyed school work at home, often influencing other children in the home by their insistence upon "doing homework." Parents reported a significant influence on their own attendance and participation of the interest in school developed in their children.

Some examples of the statements made by parents about the academic learning of their children are:

» ...the little songs that he brings home that they learn in class. He comes home singing, and asks me to write them down, or asks me to get up and help him do them. He'll show me how.

» It's helping her so much to get ready for kindergarten next year. I think she's really ready, and she works hard. When she comes home I can't believe the things that she does. She's already trying to read, and all the words that she's writing! And she's trying to learn a new word each day. Before, she wasn't really interested. I think she realized, ... I don't know how to say it, but she learned one little thing and it opened the door. Now she wants to know things and she wants to learn new things.

And the following are some statements made by parents about the social maturity of their children.

» ... and knowing when it's time to go to bed. They take a nap everyday in school, and when we first started he didn't like to take naps. He did not like to go to bed at home! But now he does.

» It's (the program) helped her a lot. She really hadn't been around any children except her brother and a couple of the area neighborhood children, and

they're older than she is. She's come a long way, and she's not nearly as shy as she used to be. She's real confident now.

» I can take him to stay with his aunt or somebody else, and it doesn't bother him to say, "Bye mama, see you when you get back." Before, he didn't want me to leave him. He always seemed scared something would happen to him. The program has helped him a lot!

» Before we got here ... with the divorce and me being in the hospital and all that..., I couldn't get out of their sight without them going into hysteria. I have some friends and we swap baby sitting. They are all single parents, too, and I'll say to the girls, "Will you stay with Leonard for a few hours so Daddy can have a break," and they'll do it now. Before this program they would never do that. The least little thing would really get them bent out of shape. But since we started this program, they seem to be able to cope with things. They've become lots more independent.

D. Achievements by Children: Specific Goals

Goal 1. Change the system of meaning within the home so children receive messages conveying the importance of education, the value of schooling, the importance of personal responsibility, and hope of achieving education, employment, and a successful adult life.

Children had a successful school experience, which is demonstrated clearly by the anecdotal data from parents and staff and the modeling of the value of education by almost all parents except those in groups C and D.

The home setting changed significantly for many of the families as reported anecdotally and in interviews. Parents and other teachers told instances of changes in older children in the families as a result of the program. Most parents say they can tell their family the importance of education now that they have returned to school. All parents who made a commitment to attend and remain enrolled described important changes in their capability to manage family matters, and changes in their confidence. These changes were reflected in more genuine relations with their children.

Some examples of statements made about these changes are:

- I used to not read to my children. Now I read to them all the time.
- I give my two girls that little bit of independence which I probably would never have given them without this program. And they probably never would have wanted it.
- She was one of the main reasons I came back. After the first day it wasn't what I expected; but she loved it so, and she was going, "Let's go to school, I want to go back to school." So I said, "Well, OK."
- I understand my child better now. We get along much better at home.
- At first I thought it was silly for me to play with my child in the classroom, but now I enjoy it. I feel comfortable playing with him. I use to think the only way to control him was to spank him. I can't remember when I last spanked him. We get along real good now.
- Before this program I was sitting at home, bored, with nothing to do. My child was sitting at home, bored, with nothing to do. I was afraid to let him out of the house because I was afraid he would be hurt. We are different now.
- I didn't know how to help my children. I know now that what I was doing would have hurt them in the long run.
- My 5th grader has much higher grades this year.
- My older child is not making D's and F's this year. I sit with him and help him with his work. He's doing real good this year.
- When we get home, I ask my children what they did in school. They just tell me all this stuff they did, and talk about it. They love to tell me about it.

And another said,

- Before entering the program I was a couch potato, and my son wanted to do things outside when the weather was good. I'd say, "Wait a minute." I kept saying, "wait, -- wait a few minutes, -- wait a few minutes." By then it would have gotten dark outside, and we never went to play. Now I take more time with him.

> When I'm at home, and after we eat, I do a little homework and then let him go outside. I go out there and play with him ...

Goal 2. Increase the developmental skills of preschool children to prepare them better for academic and social success in school

The students made significant academic gains in the 33 skill areas covering language, preacademic, and social-emotional development. At the time of entry, they demonstrated performance at a level typical of children entering kindergarten on a per-person average of less than 20% of these skills. For the children enrolled at the end of the year, performance at the kindergarten-entry level was demonstrated on a per-person average of 88% of the skill areas. These performance levels were achieved, even though over one third of the children were a year younger than the entry age for kindergarten.

All children, except those of parents in groups C and D, who reached the age of eligibility for kindergarten are functioning academically and in personal and social behaviors, in ways believed by the teachers to be appropriate for regular classes. Teachers expressed no reservations about entry into, or success in kindergarten by any of these children.

A major evaluation goal for the 1989-90 year and beyond will be to determine the performances and accomplishments of these children as they progress through the school grades.

E. Descriptive Data: Adults (See APPENDIX F for a table of raw data for adults.)

A total of 114 adults, with 288 children in their homes, enrolled in the programs during the year. The attendance and length of enrollment differed significantly among them, especially among the seven types (groups) of parents described above. (See Table 1. for these attendance data.) In addition to the parents who could be grouped into one of the seven types, one group (Labeled "Other" in the table) did not remain enrolled or attend regularly enough to establish a type. Attempts to obtain data were not successful. While enrolled, attendance and participation for those persons were low.

Data in the table indicate low enrollment and attendance for groups C and D. This pattern of participation for these parents seems to be characteristic of the group. The low enrollment time for the three parents in group G is for different reasons: all entered late in the academic year. But all in group G continued until the end of the year, with high attendance rates. Figure 1 displays these data in graphic form, and

Figure 2 displays a scatter plot of days enrolled and attended by parents of each type.

The parents ranged in age from 19 years to 43, with the average age being 26.5 years. Table 2 presents a distribution of ages and the related summary data for the 108 parents for whom age data were available.

The number of children in the 107 families for whom data were available ranged from one to eight, but over 90% of the families had four or fewer children. The average number is 2.7. The distribution of numbers of children and related summary data are included in Table 2.

F. Achievements by Adults: Summary

The following general statements are based upon reports made by staff and parents during interviews by the evaluation staff. These are some points on which there is agreement from all model sites. Descriptions of achievements of a more particular nature are included in sections below.

All the parents who made a commitment to attend regularly and remain enrolled, made significant improvements in their academic performances, in their relationships with others, and in their view of themselves. Common responses from these families reveal hope now that their family condition will improve, when in many cases, there had been little hope before they began the programs.

Most parents who were enrolled in the programs at the end of the year learned to have genuine relationships with other adults. Many said they had no prior experience in genuine relationships with others, and now they describe that as an accomplishment which is important to them.

While many of the parents demonstrated warm, caring, and loving relations with their children when they enrolled, most had few alternative ways for dealing with their children. Almost all parents who made positive commitments to the program expressed pleasure at having more alternatives for themselves; and said they now understand the need for their children to have choices and to be able to make choices.

The elements of the model which treat parent skills in dealing with children seem to have been demonstrated as needed. While parents differ markedly in their needs and capabilities, almost all recognized changes in themselves which came from PT (parent time) and PACT (parents and children together) time. The parents in all project sites have become a group, with a group identity. They relied on the group for personal and emotional

	TYPE OF PARENT							
	A	B	C	D	E	F	G	OTHER
Number in Group*	9	19	17	19	10	19	3	10
Days Enrolled	79.1	69.8	54.9	38.1	76.4	63.7	30.3	24.5
AVG. Days Attended	64.4	58.9	37.2	24.7	61.1	47.2	25.7	12.6
% Attendance	.80	.83	.64	.65	.76	.72	.86	.54
Days Enrolled	26.5	29.3	32.8	20.6	25.3	30.8	9.5	5.8
SD. Days Attended	25.7	28.4	28.3	15.9	27.4	29.1	6.4	4.6
% Attendance	.10	.18	.18	.18	.17	.20	.08	.21

Table 1. Enrollment and Attendance by Group

* Total = 106. Attendance data not available for 8 adults.

Age	Number	Percent	Cum. Pct.
19	1	0.9	0.9
20	7	6.5	7.4
21	5	4.6	12.0
22	7	6.5	18.5
23	8	7.5	25.9
24	12	11.1	37.0
25	8	7.4	44.4
26	12	11.1	55.6
27	8	7.4	63.0
28	7	6.5	69.4
29	9	8.3	77.8
30	8	7.4	85.2
31	3	2.8	88.0
32	1	0.9	88.9
33	5	4.6	93.5
34	3	2.8	96.3
36	1	0.9	97.2
38	1	0.9	98.1
39	1	0.9	99.1
43	1	0.9	100.0

Average = 26.5
Std Dev = 4.5
N = 108

No. Child	Number	Percent	Cum. Pct.
1	17	15.9	15.9
2	39	35.5	51.4
3	27	25.2	76.6
4	15	14.0	90.7
5	8	7.5	98.1
6	1	0.9	99.1
8	1	0.9	100.0

Average = 2.7
Std Dev = 1.3
N = 107

Table 2. Distributions of Ages of Adults and Number of Children

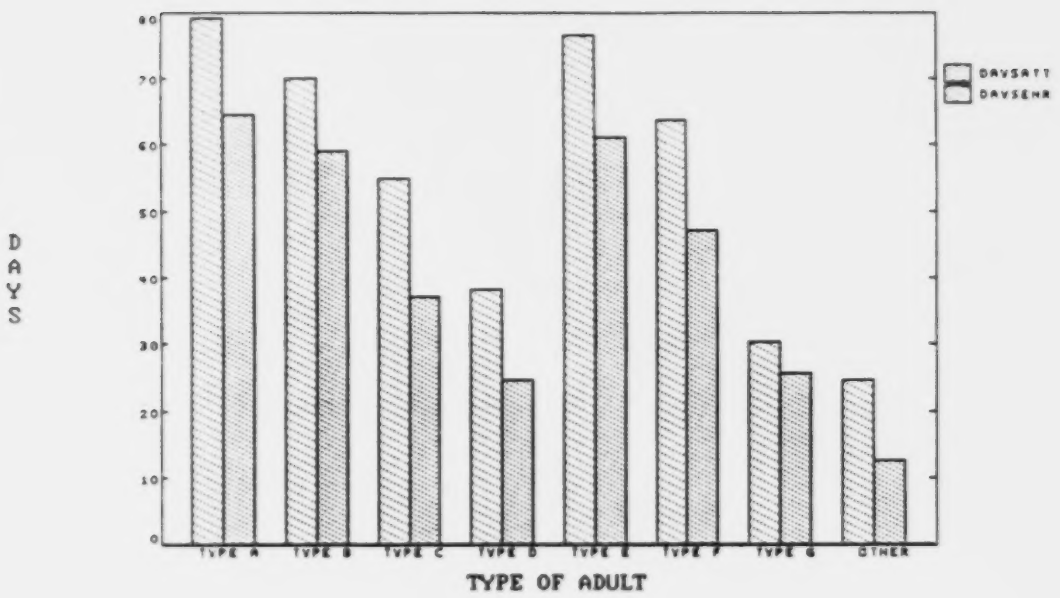


Figure 1. Average Enrollment and Attendance by Type of Adult

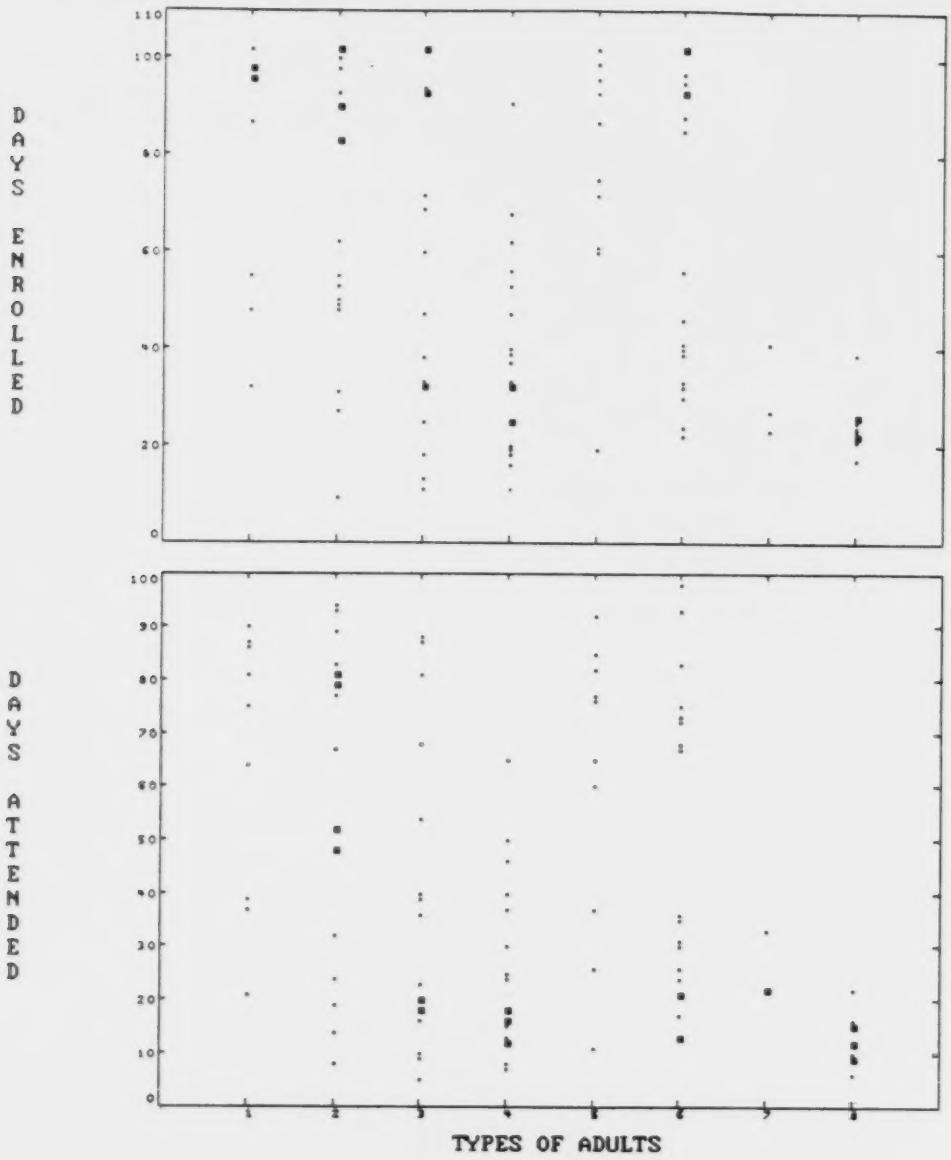


Figure 2. Scatter Plots of Days Enrolled and Attended by Adults by Type (N = 106)

Note 1. The Types 1-7 refer to Groups A-G, and Type 8 refers to Other as defined above.
Note 2. The bold dots indicate two adults with the same values.

support, for help in problem-solving, and for friendships. Many say they had no established relationships with adults other than those in the immediate family before enrolling.

Also, the relationships between parent and child differ markedly among the families. At the outset of the project, very few of the parents understood their role as "teacher" of their children. By the end of a month or two, parents who attended regularly were working at school in learning activities with their children. Most said that now they relate to their children differently at home and at other places away from school. They are more patient with their children than before, and they demonstrate a better understanding of the needs of their children.

Almost all parents who made a commitment to the program, and their children, demonstrated significant gains in self concept and independence of functioning. All parents who attended for more than a short period reported greater sense of control over their lives and greater sense of direction.

By the end of the year, almost all of the adults who made a commitment to the program and who were functioning at a level for which attaining the GED was a reasonable goal at the time of entry, either completed the GED requirements or expected to complete by the beginning of the next school year.

Twelve of the project families were in jeopardy at the time of entry into the programs because of such factors as serious abusive conditions, extreme poverty, or addictions. Some of these conditions were catastrophic, and the parents dropped out of the program. But 10 of these parents remained to develop either the capability to manage the conditions or the recognition of ways to manage them. While these cases remain fragile, in all cases direction has been set for resolution. Several of these cases proved to be the leaders of the classes, and the "star" performers in the sites.

All parents who participated in the program made commitments to assist the project in recruitment, and many of the new clients are from "word-of-mouth" recruitment. Based on support from parents during 1988-89, it seems that in subsequent years, referrals from previous clients will be a significant form of recruitment.

Several agencies and businesses in the community of each project site made commitments of resources and support to the project, including materials and supplies, direct services to the parents and children, grants for continuing education, and priority consideration for jobs. Some of these scholarships should provide demonstration to continuing and new parents that higher education is possible even if one doesn't have the money believed to be needed.

G. Achievements by Adults: Specific Goals

Goal 3. Provide a role model for the child of parental interest in education.

For parents who made a commitment to change, this goal was accomplished with a high degree of success as reported by parents and teachers in their anecdotal expressions and interviews. Some examples of statements made about these changes are:

- It's important to me what my children think of me, and I want them to be proud of me as I am of them. I just didn't want my children to grow up thinking that their mother is not very smart.

- I have three kids now. I have to look at their future too. I have to set some goals for them. If I sit around the house and don't do anything, I'm setting that pattern for them. They see me trying and they'll try too. They'll go to work too, instead of depending on other people.

- How can you expect your children to perform in the school system or perform in society if you don't care. You know that you can take school or leave it. You think school doesn't matter to you, and you don't need it. Tell that to your 16 year old!

- I didn't finish high school. I'm trying to teach my children that's (finish high school) what you're supposed to do. How can you teach that if you haven't done it yourself? So, now I just feel a lot better about myself.

- I used to not read to my children. Now I read to them all the time.

- I think my older son's attitude has picked up a lot, too. He's only eight, but I think he's proud of me.

- My two older children love for me to go to school. When we get home, we sit down to do our homework. They love it.

Goal 4. Improve the relationship of the parent and child through planned, structured interaction which:

a. Demonstrates to parents their power to influence their child's ability to learn;

Statements demonstrating accomplishment of this goal, in addition to others already listed above, are:

» I didn't think children could learn until they started to regular school. He just learns so many things, and he always asks me questions about things.

» During interviews, several parents who worked as tutors in the schools said they saw the effects of a lack of parental support. Students without parental support had a hard time in the upper elementary grades.

» I thought all I had to do was feed him and keep his clothes clean. I didn't know that I could teach him, too.

b. Increases the influence of literacy in the home so parents can help their children continue to learn.

Almost all parents except those in groups C and D reported changes in relationships with other children in their home that improved their behavior and academic performance in school. Most parents said they are reading to their children, and are more involved with their homework than before. Particular anecdotal statements relating to this goal are listed to describe achievement of other goals.

c. Identifies and encourages treatment for physical or mental handicaps of children in the program.

During the first project year, only two or three children with particular handicaps were identified. These children were served in the regular class with assistance from the resources teachers of the school. Unfortunately for the children, the parents of the ones with significant handicaps did not remain enrolled in the program. All were "worst case" examples of parent types C or D.

Goal 5. Improve parenting skills of the adult participants.

Most parents entered the program without identifying "parenting skills" as important objectives. But, shortly after beginning the programs, almost all parents except those in groups C and D described their work with the children, and their children's schooling as among the most important factors in continued enrollment. Almost all parents said their relationships with their children had improved significantly, and they felt more comfortable with their children. Statements which they made include:

» I give my two girls that little bit of independence which I probably would never have given them without this program. And, they probably would have never wanted it.

- My children can sense the difference in me too. Because naturally with the feeling of a little more self-worth, there's a little more security there. I can be a real pain in the posterior if I get in the right mood. But with the self-respect and the feelings that I now have, I would say that is one of the benefits of the program -- an extra benefit! The emotional aspect is worth more than the GED itself.

- The program has helped me in ways other than with my education. It's helped me understand life! I'm not saying I'm stupid, but all I did was be home with my six children, go to store, and come back home to my six children.

- I mentioned all the agencies, all the avenues that they make you aware of to help you. When you leave here you're a more knowledgeable person; not just in the sense of academics, but in your surroundings, in different places to go.

Goal 6. Enable parents to become familiar with, and comfortable in school settings.

All parents enrolled in the program reported feeling comfortable in the school. Parents held various jobs in the school as volunteers, and became a part of the school. One parent commented, and all others agreed, "I use to think of the principal only as the person I had to go see for punishment, and now I go to his office and call him by his first name."

All parents said they would go to school and deal with any problems their children had with school. When asked what they would do if their children were placed in a classroom with a teacher they did not think was a good one, almost all said they would go to the principal about the matter. Most parents said they would try to keep their children from having the school experiences they had.

In every project site, some parents became active in the PTA and in general parent activities of the school. Comments they made about the school and their school experience included:

- If I walked in and had a teacher who was "strictly school" instead of caring about me --. You know, we do have things that go on at home everyday, and if I felt like she didn't care, and was saying, "Keep your problems at home," I wouldn't come.

- If we miss a day, she's (the teacher) always calling us and checking on us. -- not being nosy, but just

checking on us to see if we're OK. And that means a lot! It means a whole lot!

» You're treated as an equal here. You know the teacher in our class? She is a great lady and great at her job, really great at her job. She's not above me or above anyone in the class. She's there to instruct us, but she's our friend. -- she's our compadre'. That's the difference. And that makes a big difference in how one performs.

» Like I said, our teacher is our friend and she calls us at home. I was sick all last week. I didn't make it to school, and she would call and ask how I was doing.

» I was one who through nine years of school didn't have anybody telling me, "You know; you got brains, use them." I was always told, "You're stupid. You're dumb. You can't do anything." When I started this program, I felt the same way; but now I have confidence in myself to where I know I'm not a dummy.

Goal 7. Raise the education level of parents of preschool children through instruction in basic skills.

Academic performance of adults was described using performance on the TABE, performance on GED exams, and anecdotal statements given by teachers or stated during interviews. Those data are presented below in narrative form, and in Table 3 in tabular form.

As has been described in other sections of the report, parents are different in ways which were believed to be related to the likelihood of success in the programs. Seven types were defined and adults assigned to a type, but not enough data were available for 12 of the adults to classify them. Summary statements of achievements by the seven defined groups and for the remaining group of 12 (labeled "Other") follow. Data for these statements reflect the status of the adults at the end of the academic year.

SUMMARY: All Model Sites

Type A: Nine Parents. Three received the GED certificate and are employed or enrolled in higher education; one has taken the exams but not received scores; three scheduled exams during the summer; and two made good progress in their programs and plan to continue in the programs during the 1989-90 year. The staff expect both of those to complete all requirements for the GED without difficulty.

Adult Type	Comp GED	Drop Out	Not Cont	Cont	Exam Sched	No Info	Comp Goal	Other ABE
A	3			2	4			
B	4	1	1	9	4			
C	1	9		2	2	4		1
D	1	17		2		1		1
E	2	1	1	2	4			
F	1	5	1	8	2	1	2	
G	2	1						
OT		9		2		1		

Table 3. Summary of End of Year Status of Adults by Type - Numbers of adults

Key:
- Comp GED - Received GED certificate
- Drop Out - Dropped out before end of year
- Not Cont - Completed year, but probably will not continue
- Cont - Completed year, probably will continue
- Exam Sched- Completed year, have GED exams scheduled
- No Info - Person left program, unable to contact
- Comp Goal - Completed year, reached goal, probably will not continue
- Other ABE - Completed year, plan to enter some ABE program
- OT - Group of adults for whom type could not be determined

Type B: Nineteen Parents. Four received the GED certificate; four had taken the exam but not received scores or scheduled the exam during the summer; nine made substantial progress and planned to continue in the programs during the 1989-90 year; one completed the year without accomplishing her goal, and probably will not continue; and one dropped out before completing the year. All the persons who scheduled the exam said they will return if they do not pass them during the summer.

Type C: Nineteen Parents. One of these adults received the GED certificate; two completed the year with some gains and plan to return; two have scheduled the exams during the summer, but have little chance of passing and probably will not continue; nine dropped out of the program with little short- or predicted long-term gain; four completed the school year with little gains or commitments demonstrated; and one is enrolling in a basic education program.

Type D: Twenty Two Parents. Seventeen of these parents dropped out of the programs without making significant gains or commitments to change; one completed the year but does not plan to continue; three completed the year and plan to continue either in the program or some other ABE program; and one received the GED certificate. That parent plans to continue in higher education next year.

Type E: Ten Parents. Two parents received the GED certificate; four have either taken the exam and not received scores or have scheduled the exam; two made significant progress and plan to continue; and two parents dropped out of the program because of traumatic events in the family which they were unable to overcome.

Type F: Twenty Parents. Eight of these parents made steady, slow progress and plan to return; one completed the GED requirements; two have scheduled exams during the summer; two learned to read and work independently but will not return because they reached their goal, and their children will enter kindergarten; one made steady progress, but is very low functioning and may enroll in a reading tutorial program in the fall; one completed the year with some gains but probably will not return; and five dropped out of the programs without making much gain.

Type G: Three parents. Two of these parents received GED certification, and made remarkable academic, social, and personal progress during the short times enrolled. The other parent was making equally comparable gains,

but dropped out of the program near the end of the year to get a job to meet requirements of a child-custody order.

Other: Twelve Parents. Ten of these parents dropped out of the programs without becoming engaged in them. They made little, if any progress. Two enrolled late in the year and plan to continue in 1989-90.

In addition to the GED information above, The Test of Adult Basic Education (TABE) was administered to parents. In the three curriculum areas of reading, mathematics, and language, summary performances for all parents completing the academic year are (See Table 4, Figure 3, and Appendix F for data.)

Reading: 59% gained over one grade level while enrolled, and 29% gained over two grade levels. It should be noted, however, that measurement of gains in reading was restricted for both groups A and B because of some problems in measurement. Three of the adults in group A made the highest grade score (12.9) on the pretest, allowing no gain. Two adults in group B made posttest scores significantly lower than the pretest (gain of -4.3 and -2.7). Both of these scores seemed lower than performance levels of the parents during classes. Average gains for the two groups were suppressed by these data characteristics.

Mathematics: 71% gained over one grade level; 48% gained over two grade levels; and 24% gained over three grade levels.

Language: 80% gained over one grade level; 55% gained over two grade levels; and 45% gained over three grade levels.

These gains were made even though the average days attended for all adults enrolled during the year is about 43. Table 4 presents the summary data relating to academic-test change, and Figure 3 presents these data in graphic form by type of adult.

In addition to data above about academic learning, the adults made many references to their accomplishments. Illustrative statements are:

» I read a lot now, more than I ever have in my life and I've learned a lot from reading.

» I hardly ever read anything, and after I got in here and started reading those books, -- little stories about different things -- I couldn't put them down. It was like I <u>had</u> to keep picking it up. It had

something to tell me, and I just didn't realize there was so much in reading.

Goal 8. Help parents gain the motivation, skills, and knowledge needed to become employed or to pursue further education or training.

Almost all parents except those in groups C and D either completed the requirements for the GED certification, had scheduled exams during summer, or said they intend to return to the program during 1989-90. Numbers of these persons by type of parent are included above for Goal 7. In that section are numbers getting jobs and continuing in higher education. At the end of the year, almost none actually had jobs, nor were enrolled in higher education, but the interest was set in the minds of many of the adults.

In the interviews, the parents were expressing plans to continue in higher education, or in a job after completing the program.

Not all project sites were equally successful in reaching closure in this goal area, however. In the sites which began by about mid-year to guide adults to some goal convergence, almost all parents (except in groups C and D) knew the next steps to be made at the end of the year. Applications were being made for higher education, arranging for financial aide, and job searching were underway. In sites in which the program closure was not as explicit, plans were not as definite; and future actions of the adults did not seem as clear.

VI. PROBLEMS ENCOUNTERED

Recruitment and Attendance: Early in the project year, recruitment of clients for the programs was the most troublesome task for all sites. All had planned for approximately 15 parents and their children, but they actually were operating with fewer than that number enrolled much of the time. And when attendance was low, classes sometimes contained only four of five persons. Throughout much of the year, the staff of some sites worked with low attendance, but enrollment became stable by shortly after mid year. Once the project became established, parents in the program became strong advocates for it to new parents.

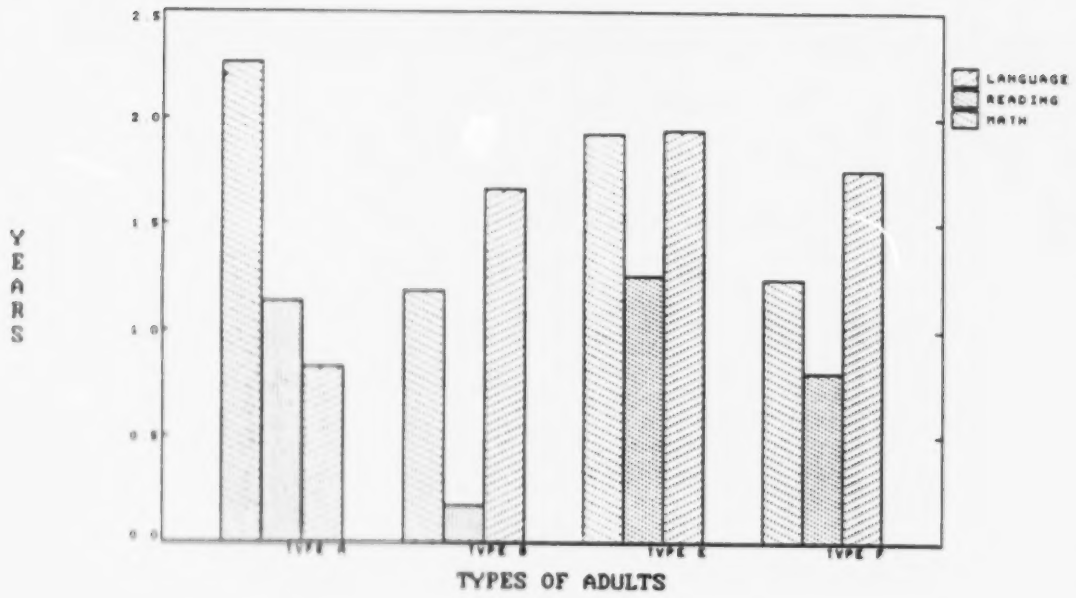


Figure 3. Academic Gain by Type of Parent. (Presented only for types A, B, E, and F because of low numbers in other groups for which both pre- and posttest data were available.)

PR = Pretest
PO = Posttest
G = Gain

M = Mathematics
R = Reading
L = Language

	TABE Subtest								
	PR M	PO M	G M	PR R	PO R	G R	PR L	PO L	G L
Number *	82	55	46	83	54	49	80	53	46
Average Value	6.8	8.0	1.8	7.9	8.7	0.9	6.2	7.6	1.5
Standard Dev.	2.2	2.5	1.5	3.1	3.3	1.4	2.7	3.2	1.8

Table 4. Academic Performance of Adults on Test of Adult Basic Education (TABE)

* Numbers for gain statistics are for those persons for whom both pretest and posttest scores were available for that subtest.

Facilities: Some facilities arrangements did not serve the project as well as needed for best functioning. In Schaffner School, the original adult education class was taken to use as a regular school classroom, and the rooms given to the adult education program were used for other purposes which disrupt the parent program. At Roosevelt-Perry School, the adult-education classroom was used also as the school music room, so their program was disturbed part of the time. The early childhood class space in Fayetteville was in an open-space building, and the children were in close proximity to other school classes. This condition was disruptive for both the ECE program and the other classes. These matters have been addressed for the next year.

Materials Delays: As the first year in most sites, some materials and furnishings were not available at the beginning of the school year. This did not constitute a major barrier to project accomplishment, but was distracting to the new staff, especially the early-childhood teachers who were just beginning to use the High/Scope model. All sites now are equipped and have supplies, so this condition should not continue next year.

Staff Stress: Most of the staff were employed part time for the project; and the extended, significant time spent on recruitment of new families placed substantial time demands on the staff. The continued attention to recruitment, paired with the high level of staff commitment to the project and their assumption of the need to have a full client enrollment, was stressful to some of the staff through the first half of the year. This matter was addressed by the project director, and the pressure was relieved. The client selection and recruitment should be more stable in subsequent years.

Client Diversity: At the outset of the project, a general standard for minimum reading level was set to be about 4th grade. The project design was based on the assumption that a teacher could teach a class of approximately 15 parents who could work independently to some extent with their materials. Some sites enrolled parents who did not function as high as that level, however. Treating the range of capabilities among the families was difficult for some teachers. They needed to develop alternatives within the model for teaching the nonreaders. While low reading levels of some parents was problematic, having them in the project has allowed study of the ways for dealing with them. Most project teachers indicated a preference for including such adults in the target population.

Family Stresses: Several parents and children in each model site were in abusive and stressful family and neighborhood situations; such as continued presence of alcoholic adults, residence in high crime areas with the fear and physical harm from the criminal acts, drug use and drug dealing, wife- or child beating, and regular fighting among adults in the home.

A few of these parents were not been able to cope with both the "hope and promise" which they saw from the project and the cruel conditions in which they live. Those dropped out of the programs. Most of these parents managed to continue, however, making major gains for themselves and their children while carrying burdens which sometimes were stressful both to themselves and to the other parents and staff of the program who were trying to help them "weather" their condition. Having such families in the programs has been both stressful and helpful. While stressful, in most cases the attention by the parent group to those problems made a stronger group, and resulted in stronger individual identities with the group by the members.

Personnel Changes: Personnel turnovers, when they occurred were stressful. While the turnovers were few in number, the parents and children formed tight group bonds which made them anxious about changes. The groups are almost as fragile as the individual member situations. It is apparent from the limited experiences this year that care is needed in preparing the parents and children for any change in staff.

Adult Drop Outs: Approximately 15% of parents who made an initial commitment to the program by enrolling, did not continue beyond a few days. Little is known about these people. In almost all of these cases, no reasons were given for stopping, and staff and evaluators generally were not successful in contacting them later.

Low Adult Commitment to Change: Almost all parents of types C and D did not develop personal commitment to the program to maintain progress for themselves or for their children. In most cases the attendance was irregular while enrolled in the programs, and maintaining progress for the parent or child was difficult or not possible.

VII. RECOMMENDATIONS

In the sections which follow are some points for consideration by persons viewing the model for adoption. These points are based upon experiences during the first year of operations, and seem generally applicable to the extent that others should be notified of them. Some of these points would apply to adoption of any model program, but some are unique to the Kenan Model.

Some general recommendations are:

1. The organization adopting the model must establish commitment to the goals and ideals of the model. Without such commitment, the project is not likely to be able to function with its diverse set of tasks and goals.

2. The staff of a Kenan Model Project should view itself as a team. Selection and induction of staff members who will view themselves as a team to work toward the set of project goals are essential organizational tasks.

3. The elements of the model should not be considered as discrete parts for implementation. Integration of the components is essential. The goals relating to family development, and not merely adult-education or early-childhood development, must remain in the forefront.

4. The Kenan Model Program includes complex systems of services for both adults and preschool children. The agencies which are expected to adopt the model may not have systems of services established for one or both of these client groups. Implementing a program for both preschool children and adult education students within the same organization probably will require adoption of policies and procedures for these client populations.

5. Once the model is adopted, clients must be recruited. For the first year, the agency will be recruiting a client group at the beginning of a project which may have no "track record" in the community. Difficulties should be expected to occur.

6. If several sites are implementing the model in the same locale, some system of coordination and communication among the sites will be needed.

7. Families which comprise the target population for the model are eligible for a broad range of services from other agencies. Some system for coordinating the many special services for which the families are eligible will be needed. Transportation to and from the school site will be among them.

8. The model program will be new in each project site. Equipping and supplying each site as a new program must be accomplished. Something always seems to be delayed in ordering or shipping, so plans should allow for such events.

9. Irregular attendance of parents and their children must be expected. Except for parents of types C and D, most will not absent without good reason. But there is a great deal of illness and many family emergencies which cause parents and children to be away. These absences created difficulties with continuity of group processes and instruction for both the parents and children. The staff and the organization should prepare to accommodate legitimate absences.

10. Space must be provided for the programs. Spaces provided to a "part-time" program sometimes will be used for other functions in the school. Both the adult-education program and the early-childhood program need dedicated spaces, as close in proximity as possible. One of the spaces must be appropriate in size for all parents, children, and staff to work together for periods as long as an hour.

11. Staffing, equipping, and supplying programs for diverse clients must be accomplished. The parents in most sites represent academic functioning levels from lowest literacy to near GED exam completion at the time of enrollment. That range requires skillful balancing of individual and group work by the teacher.

12. The parents must understand what is expected of them in the model programs. Some events must cause this understanding to occur. Some parents come to the project expecting "a GED program with babysitting services." Time and patience are required for some parents to get them to understand and accept the range of goals relating to family development. Once understood, almost all parents adopt them enthusiastically.

Recommendations to Enhance Likelihood of Success

The following recommendations for project operations are based upon collective experiences of the several model sites during the 1988-89 year.

1. Form an advisory committee of persons who can relate well, and with some authority, to clients, the general community, service-agency personnel, and to resources for the program.

2. Determine the range of needs that can be addressed within the project site, and limit enrollments to the clients who can be served most effectively. The greater the diversity, the smaller the number which can be served well by a staff of fixed size.

3. Assign instructional stations to the components of the model, and protect those from encroachment.

4. Integrate the project staff into the school.

5. To the greatest extent possible, include staff in the regular personnel system of the organization, with all benefits, privileges, and responsibilities of other members.

6. Find meaningful tasks within the school that can be given to the parents for work as volunteers,

7. Recruit clients before the program is expected to start.

8. Have the equipment, supplies, and materials on hand as programs begin.

9. Have support for the staff for times when they seem to be burdened by the problems facing the parents and families.

10. By mid year, start planning the "next steps" for each parent and child for the end of the year. Each adult should have a clear plan for both self and child about what will occur over the summer and continuing into the next year. If the family will be returning, prepare them to return. If they will not return, prepare them to make the move to the next step.

Pitfalls to Avoid During Project Implementation

1. Make the first contact by families with school personnel one which demonstrates a genuine interest in working with the families. That first visit should reveal a program, school, and staff which do not remind the parents of bad experiences in schools.

2. Don't panic if recruitment is slow, and change the definition of your target clients.

3. Do not overload the staff with too great a client diversity if numbers are relatively large.

4. Don't lose good, trained staff because they are not fully employed, or not placed in the personnel system.

5. Work out all the details of the transportation system before the first run.

6. "Cover your bases" with any agencies which also will be serving these clients.

7. Don't wait until the end of the year to start identifying resources and alternatives for jobs or continuing education for the parents who leave the program.

APPENDIX A

THE KENAN TRUST FAMILY LITERACY MODEL:

The System of Influence to Break the Cycle of Illiteracy

THE KENAN TRUST FAMILY LITERACY MODEL

BREAKING THE CYCLE OF ILLITERACY: The System of Influence

Introduction

The Kenan Trust Family Literacy Model project is a bold attempt to improve education for "at risk" youngsters and their "at risk" parents by going beyond the confines of elementary, secondary, and adult-education classrooms. The project intervenes early to break the cycle of illiteracy and undereducation by combining efforts to provide quality early childhood education with efforts to improve the literacy and parenting skills of undereducated adults.

The primary goal of the model programs is to break the intergenerational cycle of undereducation and poverty by improving parent's skills and attitudes toward education, by improving the children's learning skills, by improving parent's childcare skills, and by uniting the parents and children in a positive educational experience.

The model designed to achieve that general goal brings undereducated parents (or adult caregivers) together with their three- or four-year-old children for three days each week in a school in which learning takes place for both the parents and children. The children participate in an excellent preschool program while the adults learn skills in the various academic areas. In addition, vocational preparation is provided in the Kenan Trust Model through career counseling, student assessment, and instruction to develop "employability skills." This component of the model is designed to establish a pathway from academic schooling to work, or to further schooling for the parents.

The Kenan Trust Model Programs also include specific times when parents and children work and play together during the school day. Parents help their children learn in the preschool classroom, and they discover how to make learning fun at home. Parents are asked to apply the strategies for effective parenting which they learned in the parent-education program by using them with their own children.

The particular program goals set to achieve the general goal are:

1. Change the system of meaning within the home so children receive messages conveying the importance of education, the value of schooling, the importance of personal responsibility, and hope of achieving education, employment, and a successful adult life.

2. Increase the developmental skills of preschool children to prepare them better for academic and social success in school;

3. Provide a role model for the child of parental interest in education;

4. Improve the relationship of the parent and child through planned, structured interaction which:

   a. Demonstrates to parents their power to influence their child's ability to learn;

   c. Increases the influence of literacy in the home so parents can help their children continue to learn;

   d. Identifies and encourages treatment for physical or mental handicaps of children in the program.

5. Improve parenting skills of the adult participants;

6. Enable parents to become familiar with, and comfortable in school settings;

7. Raise the education level of parents of preschool children through instruction in basic skills; and

8. Help parents gain the motivation, skills, and knowledge needed to become employed or to pursue further education or training.

Components of the Model

1. Parent Literacy Training: The adult education curriculum is highly individualized, and based on the needs of particular students. The client parents are assembled as a group because of their common quality as parents of children who are three or four-years-old, and not because of their academic functioning or goals. Consequently, there is a wide variety of levels of skills, abilities, and interests among the class members. The teacher must be prepared to design individual learning programs for the adult students who may range in academic capability from nonreading to levels near those needed to pass GED exams. The teachers develop individualized plans using the academic diagnosis of student traits and the goals and needs of the students.

   The student goals and needs are used as criteria for selecting materials and content, instructional sequencing, developing procedures, and for evaluation. The adult students spend approximately three hours each school day in academic study.

Each model site used a variety of text materials for academic study, including those published by Barnell Loft, Contemporary, Cambridge, Scott-Foresman, Steck-Vaughn, New Readers Press, Prentice-Hall, and Riverside. Supplementary materials included maps, globes, newspapers, and magazines. Other materials differed among the sites and reflected local availability and special interests of the staff and organizations. Among the examples of local additions to the model materials and programs is the "Time to Read" series published by TimeLife, Inc., and awarded to the Fayetteville project by the Fayetteville Cablevision Company. Several teachers provided books and materials relating to their special interests and capabilities, and arranged with local libraries or other agencies to provide materials.

Three of the model sites had significant access to computers for use in the adult-education classes. In those sites, almost all parents used the computers for reinforcement of their academic learning.

2. Parenting and Parent Education: The design of this part of the model is based upon the assumption that parents (or adult caregiver, if not parent) are the first, and most important teachers of children. Undereducated adults often do not know the importance of their role as educator, nor do they know how to serve effectively in this role. Many of the parents came from home settings which left them "malnourished" physically, emotionally, socially, and educationally.

Two specific units of the school day were developed to address those conditions: Parent Time (PT), and Parent and Children Together (PACT) Time.

During PT, the group consisting of parents, teacher, and any resource persons design programs of interest to study and discuss. These sessions usually are scheduled in the early afternoon for a period of about 45 minutes of time. PT topics include, for example, child nurturing, managing and coping with child behavior, community resources, communications between parent and child, spouse abuse, and job and educational opportunities. In addition to the learning purposes of PT, it is designed to create an atmosphere among the group members which produces identity with the group. This identity helps to promote attendance and retention in the programs.

During PACT Time, the parents and their children are involved in preschool activities that stimulate and reinforce interaction within the family. The program has two distinct parts: one in which the teacher models working with children while parents observe; and one in which the parents work with their children as teacher in activities planned by the children. The parents are encouraged to let the children lead in these

activities; and they are expected to learn how to teach their children while they are engaged in play activities.

3. Early Childhood Education: For this component of the model the cognitively-oriented High/Scope Curriculum, which is itself a model program, has been adopted. In this program children are encouraged to initiate learning experiences through activities they plan and carry out. The "active learning" builds on the existing strengths and accomplishments of the children. The curriculum focusing on the broad set of intellectual skills which emerge during the preschool years. The cognitive skills are developed through a broad range of active explorations and investigations. This program uses many "free and found" materials which are supplemented with blocks, puzzles, books, records, toys, play furniture, and classroom furniture. These materials are enhanced with creative supplies such as paints, paper, scissors, and glue.

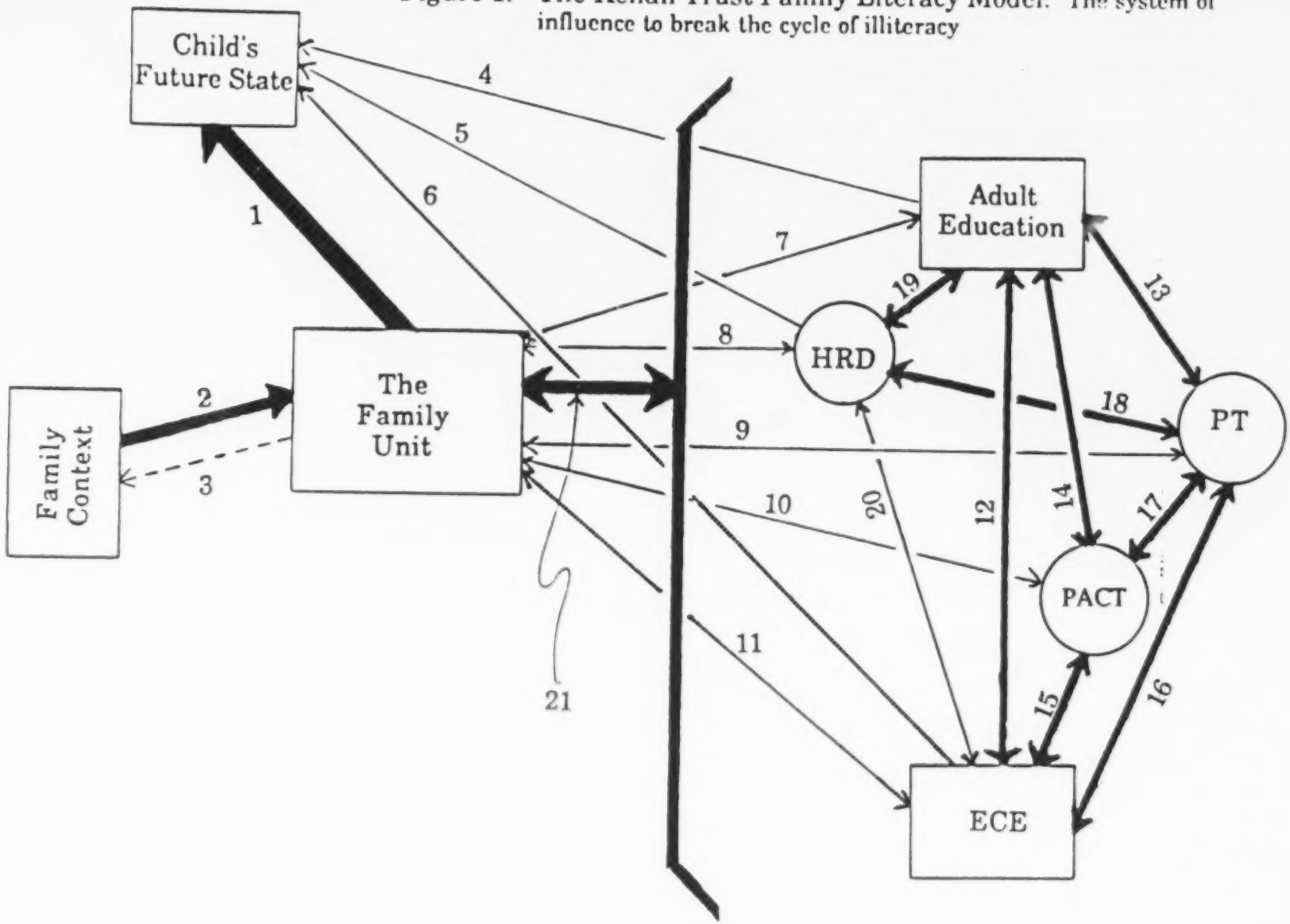
4. Human-Resources Development (HRD): At regular times during the school day, parents study pre-employment skills, such as goal setting, interviewing, and factors relating to job readiness. These activities are designed to enhance self esteem of the parents and help them understand the nature of the work place. To support this program, most parents work as volunteers in the school at any of a variety of jobs including, for example, library or kindergarten aides, tutors, story readers, office assistants, or cafeteria helpers. While these jobs are intended to support the HRD goal, they serve to make the parents feel comfortable with teachers and administrators in schools.

The System of Influence (See Figure 1.)

The system of influence described below for the elements of the Kenan Trust Family Literacy Model is not complete for explaining the future state of a person. It is well known that the family and home environments of a person can explain only certain aspects of life outcomes. The nature of an individual is a function of, among other things, the general environment, family influences, education, intellect, physical health, and "luck." But, the set of variables which predict best the future states of persons are family traits; particularly educational, economic, and social characteristics of the family.

The model is developed to influence the future of children by influencing the family unit as much as possible. To do this, the model addresses a broad range of variables which are well established as those major predictors of states in adulthood. The model as depicted in Figure 1 shows both the elements of the model and the system of influence which serves as the rationale for the model.

Figure 1. The Kenan Trust Family Literacy Model: The system of influence to break the cycle of illiteracy



The model is designed to accomplish a long-term goal by achieving the aggregate effects of incremental changes in the family units, in the relationships among members of the family unit, and by changing the system of meaning experienced in the home by the child. The system of influences depicted in Figure 1 is described by influence below, and labeled using the numbers from the figure.

1. The Family Unit on the Child's Future State

In the American society, the family unit is the first and primary source of knowledge, language, values, social relations, and physical surroundings which form the central environment for young children. The context experienced by the child provides the stimulation for cognitive learning and development; and transmits the messages about roles, expectations, and values for the child. Further, this set of experiences provides the first concept of self which is organized by the child. The family unit defines the patterns of behavior and being which are acceptable for the child as the child attempts to define "self."

The early childhood experience of children is the primary predictor of later states in life. Low education, poor image of self, underemployment, low sense of power, and patterns of failure among adults beget the same in children. These conditions define the system of messages for the child about what is of worth, what is expected, what is possible, what is desired, and about the worth of the person.

The Kenan Model is designed to affect the system of meaning experienced in the family unit by the child by changing as many of the messages as possible to symbolize the value of education, the value in being responsible for self, the value of self, the importance of goals, and the possibility of goal attainment.

2. The Family Context on the Family Unit

The location of the family in a particular physical and social setting affects dramatically the nature of the family unit. A "housing project" sends powerful messages about what is appropriate behavior, what is possible to achieve, and about the worth of the person. Furthermore, the characteristics of the group of friends, associates, and relatives are defining factors for families.

The family environment is the primary determiner of the cultural identity of the family and its members. Thus, the family context is a major determiner of the cycle of undereducation, illiteracy, unemployment, underemployment, criminal activity, and low self esteem. These conditions influence the family unit, and the family unit influences the next genera-

tion. The child receives messages primarily from the family during the first few years of life. But the messages of the family reflect the context in which the family exists. When the young person is able to move into the family context and interact directly with it, the culture is similar and the personal traits acquired from interaction with the family are reinforced. As long as the person remains in that context, the cultural experience remains the same.

3. The Family Unit on the Family Context

A family may change. It may grow and develop, or it may "regress" from the cultural context in other ways. If such changes are made and demonstrated to the environment to the point that the changes are recognized, the environment will interact differently with the family. For example, a family living among unemployed persons are likely to be viewed differently and accepted differently by them if the person attains stable employment. Or, a person who has been living among illiterate or undereducated persons is likely to change in relationship with them if the person achieves a higher level of education, and does not maintain the same educational norms as before. In such situations, the environment may be changed by the change in a family; or, at least the interaction between the environment and the family has changed.

4. Adult Education on Child's Future State

While it is reported often in literature that the primary determinant of the later achievement of children is the education of the parents, especially the mother; such studies merely determine the predictive power of a variable. There is little evidence that merely changing the education of parents will change the future of children of the family, except as such education changes the nature of the family unit through the system of meaning experienced by members, and the nature of alternatives available to the family. Thus, direct effects on the future state of the child of parent education should be relatively small, but indirect effects as a result of change in the family unit may be significant.

5. Human Resources Development (HRD) on Child's Future State

The HRD component of the Kenan Model is to develop readiness for work and provide some successful experience with work. But, as with parental education; even if the parent gains stable employment, the employment alone is not likely to have significant effects on the children except as the employment affects the family unit. Thus, direct effects of parental employment are likely to be minor, compared with the composite effects of the family unit.

6. Early Childhood Education on the Child's Future State

An early childhood education program is likely to provide one of the major first experiences of the child with sustained periods of time and influences outside the family unit. Thus, the experiences within such a program can produce significant short- and long-term effects on the child. Favorable experiences from such programs can serve to counteract serious negative forces in the family unit or in the family context. Further; successes in these programs can cause the child's view of schools and schooling to be positive, setting the stage for a generally successful school experience. Of the components of the model, the early childhood education is likely to have greater direct effects on the child's future state than others.

7. Interaction of Adult Education and the Family Unit

Merely being in an adult education program is likely to change the family unit. Status of persons, and relationships among family members changes because of affiliations with others outside the unit. Developments of skills and values from the education programs are likely to be transferred into the home in ways that make the family unit different. Further, the adult education programs are affected by the family units by their influences on the adults. The values, language, behaviors, needs, and norms of the family unit come to school with the students. Individually and collectively those student traits affect, among other things, the goals, methods, language, activities, and outcomes of the adult education programs. These are interactive effects. As parents change, the family unit changes; and as the family units change, the pa-- rental qualities that affect the programs -- and thus the program -- change.

8. Interaction of Human Resources Development (HRD) and the Family Unit

The HRD component of the model will result in new skills, behaviors, attitudes, and understanding of alternatives relating to the world of work. It is expected that as a result of this program, some adults will consider for the first time entering the workplace. As these changes occur, transformations of them into behaviors, values, and expectations of the family unit are likely to follow. But, the constraints, values, hopes, aspirations, and "realities" of the family unit affect even the degree to which the parent is willing to consider entering jobs.

The interactive effects of the HRD program and the family unit may be positive for both the parent and the family unit; but they may be negative, especially for female parents. In some cases, as the adult female of the family demonstrates more skill, aspirations, and interest in personal autonomy, the

male adult reduces support for participation and may become threatening and abusive. Either the positive or negative effects will be reflected in the HRD program by the levels of interest shown, commitment to change, and willingness to consider alternative futures for self and family.

9. Interaction of Parent Time (PT) and the Family Unit

Parent Time is the formal part of the model for addressing problems, concerns, or needs of the parents, many of which relate directly to matters of the family unit. Thus, effects of PT which help parents cope with, or resolve matters of the family unit are direct effects. The content for this part of the model is to be matters of concern or interest to the adults. Thus, as matters of the family unit change as a result of PT, then PT content and methods are to reflect those changes. The interactive process should continue for whatever conditions occur in the family unit.

10. Interaction of Parent and Children Together (PACT) Time and the Family Unit

The PACT time is designed and implemented to change, among other things, the parents' view of the child as a learner, the behavioral expectations for the child, the skill of the parent in dealing with children, and the patterns of interaction between the parent and child. Such changes, if model and used in the classroom until they become established are likely to carry into the home; even if not in the same form. The child is likely to expect some continuation of the behaviors and relationships established in the school. To the extent that parent behavior and expectations change toward one child in the family unit, other children of the unit are likely to be affected in some way.

Changes occurring in the family unit may be either positive or negative, and the feedback into the PAT would reflect those effects. If parents experience negative, or dissatisfying effects of their attempts to change, they may be expected to resist their use or acceptance of those or other suggested changes. Positive experiences, on the other hand, can be expected to result in more active participation in PAT, and more eagerness to learn about alternatives for working with the child.

11. Interaction of the Early Childhood Education (ECE) Program and the Family Unit

The major goals of the ECE program are to develop pre-academic skills, make improvements in self concept, develop language and social skills, and to develop autonomy in choices, and self responsibility. To the extent of the success in achieving these goals, the child will be a different person than at

the time of entry. It should be expected, then, that the behaviors, expectations, and status of the child are changed in the family unit. It is not unusual, for example, for the child to tell older brothers or sisters that they must be quiet and not have the TV set on because they have to do their "homework," or "I have to study with MaMa."

To the extent that child behavior is perceived as different in the family unit, resulting behaviors and expectations likely will be different accordingly. Those responses may be supportive or non-supportive of the changes in the child, depending upon the degree to which the family unit agrees in the value of the changes. It should be expected that the reactions of the family unit to the changes will be mirrored in the reactions of the child in the ECE program.

12. Interaction of the Adult Education Program and the ECE

These two components of the model are the most extensive of all parts in both direct effects on the family unit and the child's future state, and on interactive effects of one on the other. Most parents begin their program with the view that their major purpose is improvement of their own basic education, with care for their child a "special bonus." In most cases, however, within a few days of entry, the child has demonstrated satisfaction with school to the point that the children are encouraging attendance by the parent. Many parents reported that without such a program for their children, they probably would not have agreed to attend the programs, and even the, probably would not have been willing to work to overcome many personal obstacles to attend if their children had not demonstrated such an interest in attending.

The children develop autonomy and independence in the classroom, and they demonstrate those patterns of behavior and being to their parents at various times during the day. Almost all parents express recognition of the changes in their child. In return, most parents change in the nature of their relationships with their children.

Parents learn that their children are learners, and that they can help in that learning process. The reading with, and teaching the child serves as significant motivation for most parents to practice their own academic work with more commitment. Going back to school by the parent has had significant symbolic value for the children. They are going to school, or riding the school bus "just like big boys or girls."

13. Interaction of Adult Education and Parent Time (PT)

PT is designed to address matters of concern, need, or interest of the parents. The group of parents interact as a group in PT as they address these matters. In the process, parents

learn that others in the group are in conditions similar to their own. They learn very quickly that "they are not alone." The methods of these groups are required to maximize the comfort of the parents in the group, and to enhance their willingness to deal with matters of personal concern and interest.

In every model site, the parent group has become established as a group with a strong sense of group identity and commitment to the group. The members encourage attendance and participation of others, and they support them throughout any problems or "trying" times which may occur.

This group identity which emerges from PT carries into the academic classroom activities. Members feel comfortable with their academic work, regardless of the level, in the groups. They help each other with their work. Peer tutoring is a common classroom activity. Without the PT and the group identity, many parents reported that they would not have continued in the program; and even if they had stayed, they probably would not have pressed to achieve as much as they did.

14. Interaction of Adult Education and PACT Time

The PACT time places the parent with their child during activites for child learning. The parent will be working with the child directly for part of this time. Thus the desire by the parent to model participation in education, and the presence of the model for the child help establish the value of schooling for both the parent and child.

Parents begin to read with children, and engage in other forms of learning activity. Preparation for these activities enhances the academic learning of the parents; and the more successful the parents are academically, the more confident they are in working with their children.

15. Interaction of ECE and PACT Time

In PACT time, the typical roles of parent and child are reversed. The child plans some activity, and the parent works with the child in that plan. The structure of the activities serves as a strong symbol to many children -- they are leading their parents, and the parents are following. The parental work also serves as a strong symbol of commitment to education by the parent. The parent is there.

Another part of PACT time is the demonstration work by the ECE teacher while the parents are present. These demonstrations provide periods when the parents are present, but the teacher is coordinating the learning activities. The parents, the children, and the teachers become to expect the same standards

of behavior in the presence of the parent as when the parent is not present. Thus, behavior which is typical of the classroom becomes the norm for PACT time, as well.

The modeling of value by the parents, the child's experience with similar standards in different contexts, and the skill increases by the parents in working with their children combines to improve the ECE program as the PAT time improves.

16. Interaction of PT and ECE

PT addresses many of the problems, needs, concerns, and interests of the parents; among which are many matters relating to child care, child behavior management, and child development. As these matters are treated, the parent is more able to deal genuinely with the child. These change in relationships between parent and child typically will result in more stable, responsible behavior by the child. In turn, the parent becomes more confident in dealing with the child, and is able to deal with a broader range of matters during PT. The pattern of stable child behavior usually results in more rapid growth by the child in other academic and social areas.

17. Interaction of PT and PACT Time

An element of the design of PT is to be interactive with PACT time. Particularly, preparation for PACT time is to occur during PT. Education of the children is addressed as the topic. Further, after working in PAT time, the parents have a period of reflection on the experience during a subsequent PT. This interactive processes is intended to be reflected in the structure and content of both parts of the model.

18. Interaction of PT and HRD

The PT by design is the component of the model which addresses fears, problems, needs, and other matters of concern or interest to the parents. Problems encountered during HRD are topics to be addressed in PT. As skills, attitudes, and confidence develops through PT activities, the HRD performance, alternatives, and expectations change. As the HRD changes occur, the content of PT changes to reflect those personal developments of the parents.

19. Interaction of Adult Education and HRD

Both adult education and HRD are to result in both improved academic skills and self concept. The HRD program provides motivational value for increased performance in adult education; while the academic improvements from that program also improve capability in pre-employment areas. The activities of the HRD program provide a great deal of retention and transfer experience for the academic materials.

20. Interaction of HRD and ECE

The changes in the child from the ECE program make improvements in relations between parent and child. Confidence and comfort in child relations allows the parent to attend more to prevocational activities, and allows the parent to feel more comfortable leaving the child in an educational program to take a job. But, the more confident the parent in self, the more stable is the relationship with the child. This cycle continues as parent and child develop a safe, stable view of themselves and each other.

21. Interaction of the Family Unit and the Model as a System

While all components of the Kenan Model have the potential for direct effects on both the future state of the child and on the family unit, the most significant influence follows from the interaction of the component parts as a system. The adult education program is changed significantly by its interaction with all of the PT, PAT, ECE, and HRD. In all cases in which participants made commitments to personal improvement by continued participation in model programs, they reported significant changes in both themselves and in how they interact with the program as a result of events and experiences in all parts.

Each part of the model acting alone can produce effects which may be important, but the system of parts and interactions among them provides an intervention with enough intensity and coverage of the range of needs, interests, fears, values, and goals to change both the relationships within the family unit and the capabilities and values of the individuals, and of the total group.

This effect is interactive. The programs attempt to base actions on needs, capabilities, and interests of the students. As a result of programs, the students change in ways that affect the family unit. As the family unit changes, the needs, capabilities, and interests of the students change; thus, presenting a need for the programs to change accordingly.

This system of influences is greater than that of all parts acting independently. Each part and its effects are necessary, but not sufficient conditions for changing the capabilities, attitudes, values, and system of meaning in a family unit. Nor are they sufficient for significant determination of the future state of the child. The set acting as a system can provide the sufficient conditions for change.

APPENDIX B

Types of Parents

These parent types are based upon consideration of differences on six variables defined in the body of this report. The types are intended to be used to describe how parents differ, and are not in any way intended to be actual people or pure types which all persons must fit exactly as described.

APPENDIX B

Types of Parents

These descriptions are based on actual cases enrolled in the programs during the 1988-89 year. While one person was used as the primary referent for each description, the types were developed from syntheses of information about several examples of persons who were similar to that referent. It is not assumed that all clients "fit" into one of these categories; nor is it assumed that these are "pure" types. Many adults will have features of more than one type, but the types seem useful to describe the variety of conditions in the adults and families which must be addressed if changes are to be expected, and made. The types are not equally represented among the parents, but almost all parents match one of these types fairly closely.

PARENT TYPE A

This lower-middle-class, "blue-collar" family girl had been successful in school up to the mid- to upper high school level, when she became pregnant and married. She dropped out of school then. Her husband is employed in a stable, "bluecollar" job, with income to support the family without external assistance. She had good support while in her home as a child, but the pregnancy and marriage were stressful, and may have resulted in estrangement from her parents. During the several years since her quitting school, she has engaged in little intellectual or learning activity. She has a caring, loving, supporting -- but probably overly protective and "smothering" -- relationship with her children. Her husband is supporting her attempts to improve herself and the family. She knows that she wants to complete her GED requirements, have a good preschool experience for her child, and then enter some further education or training program.

This parent usually attends school regularly, participates well while in school, and has a good pattern of progress. Her child usually is a bit shy at the beginning of the program, but adjusts quickly to the routines of a group and classroom. Both the parent and child are likely to be successful in the program, and after completion. The parent learns to "let go" of the child, and becomes less protective. The child learns to make choices, and accept responsibility for self. The child and parent are likely to be a "star" of their class.

General public information actions are likely to result in contacts from these parents for information about the programs and enrollment.

The child in this family probably would have adapted well to school without being in the program, unless the "mothering" had been too severe and the child could not function independently within the school context. In general, the family was not at risk of producing another generation of children who quit school.

The primary effects of the project on this family will be development a relationship between the parent and child which is less need oriented, development of independence by the child, and a significant improvement in the self esteem of the parent. Their quality of life is likely to be improved significantly by participation in the program.

PARENT TYPE B

This lower-income, poverty-level girl was raised by her proud, hard-working mother (or grandparents). She was kept neat and proud in the family. The mother wanted a better life for her child, and while the mother may, or may not have been well educated, she knew the value of education and work to meet a goal. The girl grew from that setting to high school, when she became pregnant. She may, or may not have married the father. She was bright, and had an average or above academic record before she quit school. At the present time, she is either single or divorced. She has several children who probably are close together in age. She may have a "live-in boyfriend" who provides some financial support for the family, and generally helps provide a supportive environment for the parent and children. She has a good relationship with her children. Although her methods for dealing with the behavior of her children may be rough and punitive, her actions are motivated by genuine intent to "raise them right."

This parent has held several marginal jobs, usually for short periods of time each. Now she is ready to improve her condition. She wants a <u>good</u> job; one that will last, and on which she can depend. She wants to complete the requirements for her GED, so she can enroll in a voca- tional or technical program to help her get such a job.

Her child is confident and verbal in the classroom, sometimes a bit "cocky," or "pushy." But, the child makes good progress in the group, and may become a group leader. The continued academic and social development will prepare the child well for entrance in kindergarten.

The parent attends well, and is very task oriented while in school, even to the point of becoming upset when other matters interfere with her academic studies. She starts a bit slowly in PAT time, but begins to see some value from her work with her child. That work becomes important enough for her to

break from her academic program for it. Then she develops a strong commitment to the changes she sees in her relationship with her child, and to the changes she begins to see in the child's performance.

This parent will complete requirements for her GED within the time her child is eligible to participate in the program. She should be well prepared to enroll in other educational or training programs, and her child is expected to perform well in school, especially with teachers who appreciate "active, confident" children.

The children from this family would have had some difficulty in school because of their aggressive behavior. Their neighborhood would have provided plenty of opportunities for the child to break away from school if the behavior was being treated in the school by punishment and rejection.

PARENT TYPE C

This parent was raised in any of a variety of low-income, low-education, low-achievement-oriented families. She is not academically oriented, nor is she intellectually active, or particularly bright. Her several siblings quit school in the lower grades in high school. She made average- or below grades, but learning was at a low level. She was passed through the grades until she knew that her level of performance in school was not at the level of others. She was a "dummy," and she knew it. School became "a drag." Her few friends were "in the same boat" with her, as they "floated" through their life. There was little hope of accomplishment, and there was not much thought that she had the capability to accomplish much. After all, she was "a dummy."

She quit school in the 9th or 10th grade, and was either pregnant then or soon would be. She did not marry the father, and within several years had almost as many children as years had passed. She continued the pattern of public assistance that was familiar in her family. Usually there is a "live-in boyfriend" for the present time, but he is not providing much financial assistance or emotional support and stability for the family.

She wants to be a good mother, but she doesn't know many alternatives. Life and relationships in the family setting are hard, and sometimes harsh. Those are the characteristics of the methods used for relating to her children. Both she and her children are not very comfortable with their relationships. She has taken several odd jobs over the years, but few have lasted for more than a few weeks or months. They have provided no stability or security for her family.

She wants to have a more stable life, and a little security. But she has little understanding of either how to make the changes which are needed, or of what alternatives may be realistic for her. She may say she wants to go to college or into some professional field, but does not have any idea of whether such a goal is attainable.

Recruitment of this parent into a program is difficult. Her experiences in education have not been rewarding ones, nor does she have good memories of the teachers and staff of her schools. Why should these be any different? Establishing personal contact and some type of identity with a staff member is helpful. More than likely, she will be influenced by a person whom she knows who tells her about the program. Parents already in the program are likely ones to tell her.

When she enrolls, she may be either very shy and afraid, or very arrogant, aggressive, and abrupt. But, whatever her behavior, it probably is a defensive response to the fear she feels. She may appear uncommitted, unimpressed, or aloof at first. Then, if she doesn't succeed, "it wasn't important anyway," or "those people didn't have anything to offer." Easy, patient, help will be required while she learns how to learn, and while she learns something important to her or has some experience which is meaningful enough to show her that she can be successful. But, in the meantime, she may be a disruptive force in the class.

Both she and her child will have a great deal to learn before they are in a stable position in their education. Progress will be slow, and she has great gaps between her performance levels and the levels required to pass GED exams. She may not complete that goal. It may be out of her reach during the time of the project. Her child is likely to have difficulty adjusting to a group and to classroom settings enough to have an easy time in school after the project programs. Special understanding of the insecurities and experiences of the child will be needed by teachers to allow the child "room" to act in ways which may not be ordinary in classrooms.

Without the project, the child almost certainly would continue in the path of the parent.

PARENT TYPE D

This girl may have grown up in any of several types of homes. The education level of the home may have been either high or low. The jobs held by the parents were "blue-collar" or lower, if they were employed. Standards of behavior were simple and strict. These rules often were the source of conflict between the parents (or grandparents) and this girl. Her academic performance was average or above during elementary

school, but it began to decline steadily during junior high school and high school. By that time, she had a few friends who had decided that school was not important, and each encouraged the other to quit. She had begun using drugs, and alcohol. She slept in school a lot when she was there. Other people were making it without an education, and so could she. She would quit so she could have some fun like other people were doing.

She has at least the one child, and perhaps many by different fathers. She has few routines in her life. She stays in bed if she wishes, or goes about town if that is her pleasure. She does little to accept responsibility for herself or her children. She receives whatever type of assistance is available. She shows little care for her children, and they develop extreme characteristics of shyness or "bullyness."

She may have been referred to the project by a social service agency under duress, or she may have been told about the project, and saw it as a good way to "get away from her kids." But, there is little concern for education or commitment to change her condition by self improvement.

In the classroom, she wants to engage in talk with other parents, and has little interest in task-oriented learning activity. She is impatient. Her attendance at school is irregular, and she is not engaged while present. She enjoys PT, because she can talk with fellow students. But in PAT time, she wants to continue talking with people, rather than working with her child. She often arrives at school late, after having stayed in bed late. Both she and her child are sick a lot.

This parent may be successful in the project, but the odds are against success. She is low functioning academically, and has a great deal to accomplish before it is recommendable for her to take the GED exams. If a crisis occurs in her life, or if she gets use to staying at home over a long holiday, she will stop coming. Her long way to go before significant achievement can be seen, matched with her low commitment, form monumental barriers to program continuation or completion.

PARENT TYPE E

This girl may have been raised in a variety of families, but because of her own family situation or that of her husband or "boyfriend," she now lives in a "hell hole." She is a bright person, but she quit school and has several children. Everything about her environment is beyond imagining for most middle-class persons in our society. The behavior of many of the people in the residence is more akin to that of wild animals than of "civilized" people. Drugs and alcohol are com-

monly used or sold (or both), often to excess. Cruel and harsh relations are typical. Confrontations with law enforcement agencies are common, and some members of the household move in and out of the boundaries of criminal actions. Wife-beating, use of threats, cursing, and fighting are familiar to her.

Her son who is in the preschool identifies with his father. If you want something someone else has, take it. If someone does something you don't like, hit them or kick them. He is a verbal child, and uses loud and "bullyish" language to intimidate the other children, and even the staff. But he has a low self esteem, and his feelings are hurt easily.

This parent wants to get out. She knows the condition in which she lives, but she knows of no alternatives for breaking away. She enrolls in the program, perhaps over the protest of her husband or boyfriend, in an effort to make a change. Her attendance in the program is irregular, but for reasons beyond her control. She is sick a great deal, as are her children. Family crises seem to occur routinely requiring her to be away to address them. While at school, she is a hard worker. She is insecure at first in the parent group, but she soon finds that her condition does not matter to them. They accept her as she is.

She makes fast progress in her academic studies while she is at school, but she has neither the time nor the setting to work out of school. Her son begins to make some adjustments to group behavior, but only when he is comfortable. The regular family crises disturb him, and his behavior becomes problematic to the class again.

If she can "weather" her stormy family situation, she may be able to stay in the program to completion, but the odds are against that. Her son probably will have difficulty in school, even if his mother completes her program. The press of the family is too great for him to break away. He is his father's "little man."

PARENT TYPE F

This parent is borderline mentally retarded. She or he may have been passed through the grades into high school when school became just too much to handle. The classes were not appropriate, and there had been too many failures. Confidence in self was very low. Academic performance at entry into the program may be near the bottom of the levels measured by the adult achievement tests, and reading and language skills are very low.

This parent may be dependent upon others in the home or neighborhood for management of routine business, and for helping manage schedules. The relationships of this parent with other adults may be limited, and paternalistic. The adults expect little of this parent.

The parent's relationships with his or her children depends on the child. If the child is bright and active, the parent may have difficulty coping with the child. But, if the child is slow and passive, the parent and child may have little meaningful communications, and the child becomes delayed in language and general development. The parent usually wants to be a good parent, but may have little understanding of what that means.

This parent is likely to be very religious; with the religious practice and views quite fundamental. Religion and church activities are an important part of life to this parent. An important goal may be to be able to read the Bible to the children.

Attendance in the program is likely to be regular; but while in classes, this parent is likely to be very distractible and have study and learning strategies which are not efficient. A good bit of attention will be needed to keep this person on task and making progress.

Commitment to the program is likely to be high, but because of the variety of personal and social conditions in which this person lives, many distractions and problems are likely to occur. Attendance and continued participation in the programs are likely to be dependent upon those conditions. This parent is not a good personal problem-solver.

The goals expressed by this parent at time of entry may be unreasonable for accomplishment; but if the program can result in some meaningful changes, realistic goals are likely to be expressed later in the program. Completion of requirements for GED certification are not likely to be possible for this parent during the project time period.

The children are likely to grow away from this parent if the child is bright and has favorable environmental support, or develop along the patterns of the parent if these conditions are not found.

PARENT TYPE G

This parent may have been raised in any home setting. He or she is bright and socially active. At some time during junior or senior high school, this person began using drugs or alcohol and became addicted. School became unimportant, and a

pattern of failing academic performance was established. For any of a variety of reasons school drop-out followed.

During the several years since dropping out of school, this person may have had various successes in business and marriage, but the success was always short lived. The addiction always won.

Before entering the program, this person "hit rock bottom." It is time to change. The parent has joined "AA" or some other support organization, and has made a personal commitment to change. Participation in the programs is likely to be enthusiastic and regular. But every day will be a major hurdle. This parent will be able to perform the academic tasks of the program, perhaps with little difficulty; but view of self as a person and as one able to manage social situations is very low.

This parent has custody of children on a tentative basis, and this condition and others that have arisen relating to personal finances or prior legal matters are likely to be dysfunctional at times. Attendance and continued progress will depend on the occurrence of such distractions.

This parent wants very much to be a good parent, but may have little understanding of methods for dealing with children. As with the academic goals, achieving family goals will be important. This parent will become a leader in the parent group because of his or her levels of ability and willingness to work. He or she may serve as a tutor for other parents, and help them with solving many of their problems. While working hard to gain academic certification, this parent will be working to regain self respect and a favorable view of self.

The life of this parent is in a very fragile state. If the variety of events relating to past conditions are not devastating during the program, this parent is likely to complete all program requirements and be a star of the class. Major changes will be observed in the personal qualities of both the parent and the child. Help in continuation beyond the program will be critical to maintenance of the newly-achieved, and very fragile status.

APPENDIX C

Case Descriptions

The cases described below were selected to illustrate the range of parents in the programs, and to illustrate the types of accomplishments which were attained during the 1988-89 academic year. These are actual parents and families of model sites, and the data for the case reports were obtained from forms completed by the staff and parents, interviews with staff, and interviews with the parents.

The names of the adult and child have been deleted in each report and replaced with "Parent" and "Child."

APPENDIX C

Selected Case Descriptions

CASE A:

Parent is a 30-year-old, divorced, white woman who has four children, two by her husband and two by a "boyfriend" with whom she has maintained an "on-off" relationship for several years. One child is in the 1st grade, one in the 3rd, and one in the 5th. She completed the 10th grade in 1975, after which she quit school because she was extremely shy, the family made frequent moves, and because of custody disputes over her. She has three siblings; two who completed high school, and one who quit in the 8th grade. Her father completed the 10th grade, and her mother the 9th. Her boyfriend does not support her efforts in the program. He seems jealous of others around her and wants her to be dependent on him for any kind of support. The County Housing Authority referred her to the project.

At the time she entered, Parent was very shy, self conscious, and withdrawn from any social world. She was having her front teeth pulled to be replaced by a plate. After they were pulled, there was a delay of almost two months before plates could be fitted. Her shyness and self consciousness were made more apparent because of her concern and attention to her teeth. She always hung her head and kept her hair over her face. She would not look in the face of adults. Her academic performance was very high compared to others in the class, and she began studying and working at home long before others began.

Parent wanted a GED so she could go into higher education programs. She is very smart, and probably could be successful in any academic program she enters. By mid year, the staff predicted that with her present boyfriend, she probably would not be able to continue in education because of his opposition. He is in business for himself, and it seems likely that if she is able to continue in education, it would be to take business courses so "she can work for him."

The program improved Parent's self concept. She made some valuable friendships, which she had not done before. Her friends in the program were not in a social condition similar to hers, so she had other models of life that she seemed to be able to see. This was the first time in her life when she had been with people who "take her as she is," and was the first time she had been in a position to be admired, especially for her intellectual ability. She is bright and quick, and other

students looked to her for help. She blossomed from the beginning of the year. By mid year one could see her face and eyes; she would approach adults and talk with them. By the end of the year her face was bright, and she smiled and laughed with the group.

At the end of the year the staff talked about her and said she had proven to be everything they thought she could be, -- and more. She was the shining star of the class, in group leadership and in academic achievement. She made a perfect score on the literature section of the GED exams, and will be among the top performers in the state this year on the exams. She told the staff that it was frightening to her for other students in the class to look up to her so much. The responsibility she felt was great.
Parent admitted to herself that fear of physical harm was her main reason for staying with her "boyfriend." She entered therapy, and told the therapist that she wanted help in developing courage to handle the situation. She feels that if she chose to leave him, she or the children would be in physical danger. To make a good move probably would require a move from the area. Her "boyfriend" is an alcoholic and user of "hard" drugs, but she only recently has recognized the conditions. She is experiencing some guilt because she "didn't have sense enough to realize that he was on drugs, and an alcoholic." Parent was in therapy when she discovered his condition. That probably allowed her to cope with the realization. She learned that some behaviors she saw, and her reactions to him were typical and normal. She seems to be preparing herself for getting away from him.

Before entering the program Child had been pampered and catered to. He was "spoiled" and he wanted "his way." He was aggressive in his behavior toward the children and the staff. He kicked one of the teachers. His father is aggressive and abusive, and uses threats as a way to solve problems. Child was using those methods, too.

But by mid-year the staff said about him, "he was a handful, and now he is half a handful." He had learned the meaning of "No," and to relate to other children; but the staff predicted that he probably would have significant problems in school, unless he had a good teacher match for him. "One who is sensitive to children would be needed to recognize his needs and problems," they said. He was still very aggressive and threatening to others; and continued to see the use of threats and harsh ways as appropriate for resolving problems.

At the end of the year, the staff said that Child doesn't let other children push him around, but he isn't rough with others as he was when he enrolled. He asks permission of other children to play with them. At the beginning of the year he would go around the room knocking and kicking other children and

their toys. Now he gets upset when others do that, and is very careful not to interfere with others. He knows when his behavior is inappropriate; and as he recognizes what he is doing, he corrects himself without being reminded by others.

He still has a need for personal attention and approval, but only to a small extent. For example, he might say "I can't do this. Do it for me." But when the teacher says, "Yes you can, try it," he might say "But I want you to help me." At the beginning of the year, he would not take a nap alone. To get him to sleep the teacher had to lie on the cot with him. If she left after he was asleep, he would wake up. Now he sometimes asks a teacher to come be with him, but only a little closeness is needed to get him to nap alone.

In an interview with Parent at a time near the end her first year in the program, she told the following story about herself.

> School for me was real hard. I was bashful, and never able to say what I thought or felt. My mother and father divorced when I was real young, and I lived with my mother. Things that were going on at home made me hate school. Sometimes I would be out all night with my mother, and at school they would put me in a room and let me sleep. I never knew when she was going to appear at school and embarrass me. I went to one school dance, and she did. I guess that was the worst time I remember.
>
> When I was 14- or 15-years old Social Services placed me in a foster home because my mother's home was questionable. I had to stay there while they examined my father's home, then I got to go live with him. But by that time I hated school because things which had happened at home followed me to school. Everybody knew about it, and I was embarrassed. My father was a wonderful man; but by the time I got in his home I was <u>so</u> bashful that being at school was like being in another world.
>
> Some of my teachers seemed to see things in me that I didn't see in myself, and they tried to help me; but students made it <u>so</u> hard. You had to measure up, or just blend into the scenery. My brother was real popular in school. He played sports. They expected me to be like him; but I couldn't play sports and I wasn't real smart, so I tried to blend into the scenery. They put me up to run for secretary of the class, but I tried to get them not to. I didn't win, and even though I hadn't wanted it, that hurt my feelings. There were people at school who really cared, but I couldn't trust anybody. I was really afraid they would let me down if I tried to trust them. They really cared. Now I know they did, but I couldn't see it then.

When I was growing up, I thought I would finish school. I really didn't think about quitting, but I didn't like it because I was so bashful.

When I heard about this program I didn't think I would be able to go back to school with all my problems. But the staff came to my home, and they made me so at ease that I felt that whatever happens, I can do it. I always wanted my GED, and this program provided meals, transportation, and a program for my child. Social Services let me count the program instead of going to work. That was encouraging, and I just ran out of excuses.

When I came to school at first, I wondered what the people would be like. I thought that maybe they would be like the ones before, and I wouldn't have to go back. The first day we didn't get to talking too much, but the second day I saw they were just people like me. Everybody was so friendly. You could just feel that everybody was glad to be with you.

The most important thing about the program was having Child with me. I didn't feel bad about leaving him with somebody while I did something for me. We were together. I wouldn't have been able to come if Child had not been included, and even if I could have come, I probably would not have come without him. I thought I might have done something after all my children were in school.

I almost quit coming three times, but the other students and teachers helped me continue. Two times I had real bad home problems, and one time I had to get a denture. I had to have my teeth pulled, and had to go without them for over a month, and it would have been easy for me to quit, but they just wouldn't let me. I was in shock that they cared that much. I thought if they cared that much, I could continue, so I came without my teeth.

A poet came and read <u>Beauty and the Beast</u>. I had never heard it. I'll never forget that, I'll never forget any of her visits. She always read to us.

I thought authors and poets were like movie stars, you just hear about them. But I listened to her and watched her, and slowly took her off a pedestal. I could relate to her and talk with her just like you can with real people. People, especially ones in my family had always told me I was queer; I acted strange. She (the poet) was different, she wasn't normal. For the first time, I saw that what you appear to be is not what you always are. I

had been convinced that there was something wrong with me, but I saw her. There wasn't anything wrong with her, she was just different, like I am.

During the year it seemed that I would be worried about something, or I would be having some kind of problem. Then, here would come a speaker, or someone who could talk with us about that area, and everybody wouldn't need it, but one at a time, we got what we needed. The poet and the people from mental health, and a reformed alcoholic helped me so much.

I take up for myself more now. I don't need to (take up for myself) here at school. Here I almost have to hold everybody off from lifting me up. In other parts of my life I have become stronger -- taking up for myself, saying what I want, and what I need. A person (in my family) told me I was getting too independent, but I talked with my counselor about that. She told me that if I got too independent she would applaud because it doesn't look like that is in my forecast. I can't give any particular examples without getting too personal, and they are just too hard to talk about, but I am more independent now.

Without this program, I would have had "a fit" with Child in kindergarten. I would have had a hard time getting him to go. At first he wouldn't play with other people, or get into the games. He acted real backward and bashful, and I hadn't noticed that in him because I was around him all the time. He didn't want to get involved with other children, and now he wants to take the lead. Not just join in, but take the lead. He's learned a lot. At home, when we started, he was "a baby", but now he's another individual. Everything was always given up to him because he was the baby. Now he takes turns, he doesn't mind sharing. He eats real well at the table, and washes his hands by himself. He has gotten independent. That makes it easier for me, usually. Child enters into things at home better, because he has things to share. He teaches me a lot. He has grown up a lot. He's more outgoing and self confident. He'll like school now. Lots of people in my husband's family quit school early. They hated school, and that's the way Child was thinking about it, but now that he's coming here, he loves it.

For him, riding the bus was a dream. That was what grown-ups did. He had things to take home like "homework," and he showed it to his brother and sisters. They had to "be quiet" while he did his home work. He really enjoyed the field trips. He thought they were things done just for him. Before we came to

school he would not join in with other people. For example, on the playground, if his ball wandered off, he wouldn't go get it. He was starting to be like me. You had what you could get, and nothing else mattered. Now if his ball wanders off, he goes to get it. He takes his part, where he would not before. He feels like what he wants and needs is important.

In the future I will be reading more with him. Before we came into this program I read to him sometimes, but not regularly. I'll keep books and materials around in case he wants some. I thought that children didn't learn until they started kindergarten, so that's when you started trying to teach them, but now I know ways to help him learn now. Its not like teaching, its more like playing. I learned to be a teacher for him. I've learned that he can learn now.

All my children ask me to help them with their homework now, and I really enjoy that. I am able to help them better than when I started. You might not think that 5th grade math is too hard, but I wouldn't have been able to help them with that. Now I can help them with anything. It has shown on their report cards. My 5th grader failed first grade, and he has always been behind. This year in one grade period he had a 99 average in reading, a 94 average in math, and a 93 average in spelling. His report card has been unbelievable. It has helped me in my work to be able to help them. I get more confident, and that shows to them and they get more confident.

Teacher is helping me with applications for going on to college. I hope to take accounting, if I can get some financial aid. I feel real good about being able to do that. There is probably about an 80% chance that I will do that, with the 20% depending on my courage. I have to muster that up.

My courage has changed a lot this year. I used to have lots of self doubt. For example, at the grocery store, if I got something that was ruined, and found it after I got home, I would think that was just me. I was supposed to have that. But now I will take it back, I will complain a little. I'm getting stronger all the way around. The courage means the most to me, because I know it will rub off on my children. They won't grow up being like me -- or being like I was. I don't want them to grow up being self-sacrificing like I was. My family is going to have more self confidence. You'd have to know how bad it was before to appreciate that.

I expect to take an interest in school for my children. I am going to talk with their teachers about them and

their work. I have done that already for two of them. When they come home with low grades, I am not going to fuss at them about it, but I will sit with them and go over what they had problems with. I plan to take an interest in the children personally. I tried to do that anyway, but I thought everything had to be in its place, if their clothes were clean and their teeth were brushed, they had their bath and they were in bed at a good time, then everything was OK. I was leaving out the important parts. Now I'm being a friend to them and a mother. I don't want them to have experiences like mine.

A few weeks ago my oldest boy started being mean to the other children. I talked with him about his behavior and found that he had been having trouble at school with other boys bullying him. I talked with him about it, and we are going to work that out. I realize now that I have to be a part of their school.

I can't think of a thing that would have made the program better or easier for me. They have done so much. It surprised me each time I had a problem. Even if I missed the bus, or the car was torn up, the teachers would come get me. I'm going to miss this school.

But, the battle to win Parent is not yet over!

Her deep-seated insecurities and feelings of failure, operating in the context of the household of an abusive, unstable, alcoholic, drug-addicted, male companion are powerful barriers not yet fully overcome. Particularly considering that she has little income, no supporting family, no home of her own, few belongings, and little knowledge of, or experience with alternative methods for changing her condition.

The project gave her hope where there was little or none before. She has the academic credentials for entering some form of higher education, and she has the intellectual capability to perform well if she should enroll. She has made friends when she had none before. She has begun to establish a network of support from the staff, her student colleagues, and other human-services personnel. She has established a genuine relationship with her children, and they are adapting better to school. Any one of these would be a major accomplishment for a person with such needs to make within an academic year, and she has accomplished them all. But her social, psychological, and financial conditions are so fragile that almost any significant event with negative impact could be traumatic. Her complete recovery from the conditions from

which she began will continue to require strong support from caring and strong people, with access to resources and alternatives as she needs them.

CASE B:

Parent is a 25-year-old Indian woman who has four children, two of whom are living with her, and two with her former husband. One child living with her is in the second grade. She completed the 9th grade in 1978, with a poor academic record. Parent was put into a detention home, but she ran away at age fourteen to get married. For her at that time being married seemed an alternative for providing some stability in her life. She did not return to school. Her mother, an alcoholic, completed the 6th grade. She had nine siblings, but knew only one of them. He is the youngest, and was in the 12th grade during her year in the project.

At the time she entered the program, Parent was very depressed. Her ex-husband had taken their two daughters to live in another state. Also, she was at her "wit's end" with Child. He was a very active boy, and she did not know how to manage his behavior.

Parent seemed to be a "natural" goal setter. She wanted to finish the GED and go on to get training to be a teacher assistant or a cosmetologist.

Child was very verbal and spoke clearly. He worked rapidly to expand his vocabulary. He asked questions and asked teachers to read words for him and to take dictation. He was an active learner in identifying and writing letters and numbers.

Parent never missed classes except for unavoidable problems. She participated actively in all class events, and she asked for help when it was needed, rather than waiting for the teacher to check to see how she was doing. She was a leader in the parent group, and reached out to new students to help them become comfortable in the program.

By mid year Parent was speaking up to her husband if he tried to interfere with her goal of getting the GED. She made the most noticeable change of any group member in her self- concept She sees herself as capable and successful, and she volunteered to speak to a television interviewer who was visiting the program. She said she feels comfortable going to speak to her older son's teacher. She felt uncomfortable before, but now feels as if she is an educated person and knows what to ask.

She has made significant improvements in academic skills, and by mid year was close to a tenth-grade level. She should complete the GED exams before the beginning of the next school year.

When she entered the program, Parent felt helpless in controlling Child's active behavior. Now, she has strategies to cope with his behavior and she feels more in control. She learned to do things like take crayons and paper to the doctor's office, using the waiting time as an opportunity to interact with Child and to teach him. While she learned a great deal about dealing with Child, his development helped make their relationship easy.

Parent's husband doesn't like the fact that she is becoming more independent, not at his "beck and call."

Child now is a typical, normally-developing, child who made significant progress in all curriculum areas. He learns by observing the older children, and by imitating his eightyear-old brother. He should have little, if any, difficulty participating successfully in kindergarten.

In an interview, she gave the following description of herself.

> After 10 years of being out of school, I didn't know whether I had brains. It's like getting a new job after 10 years of trying and not getting one. I had been thinking about school day and night for 10 years. If I applied for a job, they told me, "You haven't finished high school. We can't hire you. You don't know anything."
>
> I had tried to start working on my GED before, but they always wanted me to go to schools that were for people who had drug problems, or were handicapped, or had some other kinds of problems, and I didn't need that. I started a program run by the American Indian Association two years ago, but I didn't have any way to care for my children, so I had to quit. I could not have come to this program if my child had not been able to come with me.
>
> The first day I walked into this school it was just like ordinary school. I said, "Oh God, people are looking at me. Do I look right?" But once I got over that, everything was easy. I walk in now, and it's just like walking into the home of someone I know. I had expected the school work to be much harder than it is. I plan to take the GED tests this year. We are eligible to continue next year, but I think I can pass the exams. I would like to get a good job.

In PAT time when we began, Child wouldn't do different things. He just did the same things over and over. Now he plans ahead, and he makes all kinds of choices. He is much more task oriented at home. He asks for paper and crayons to color with. When I work on my homework, he sits with me and colors. He calls that his homework; and when his brother tries to bother him, he tells him, "Quit bothering me, I have to do my homework."
His growth has made a big difference in his older brother who used to aggravate Child all the time, but now when Child does his "school work," his brother will work on something, too.

Child's vocabulary has changed so much. He talks just like a grown-up. Before we started school he was just like any ordinary kid -- always whining and playing. Now he tells me, "I'm not no baby, don't treat me like no baby." When we began, he was afraid of new situations, now he would rather be at school than stay at home.

My grandmother had been the best support I had. She died last October. If I had not been in this program, I don't think I would have made it through that without a nervous breakdown. Everybody in the program came to see me, and were there when I needed them. They helped me so much! We're not a family, but we're just as close.

My older child used to be terrified to go to school, and both he and Child were afraid to leave me. Now they both like to go to school, and I can leave them with other people if I want to go out for an evening.

Before this program, people told me I was dumb and stupid, and I felt that way. But when I started to school all the people I thought were my friends turned their backs on me because I would not stay home, hang out, and party. Now I have confidence in myself, and I know I'm no dummy. Now in my heart I know I'm woman enough, and I have brains enough to get somewhere!

Child has independence in himself, and I do, too. That's something I didn't have as a child; and I didn't get it when I got married. But now I can say honestly that I have it. My brain is a lot better and a lot smarter than when I started.

I volunteered in the school, and that gave me a feeling for what it is like to be on a job. I want to get a good job now, but I'm still scared. I've been turned down so many times before. But, I've set my mind to it now, I know I can do the job!

This program is an exceptional program, and any girl who has any sense and knows she has to get out into the world and make a living should be glad to bring her kid into it. I know a girl with a baby, and when school is out I'll visit her and tell her she should come to this program next year. I plan to go with the teachers to help with recruiting.

I'm going to be doing lots of talking, because I don't think young girls know what it's like to be out in the world without an education. When you go for a job and they tell you that you can't have one, it hurts. I know. I've been turned down so many times. They say, "You don't have an education, so why should we give you a job?" Then you have to beg for a job. That's so hard!

Some people are eligible to be in the program, but don't come. Lots of people are just too lazy. I tried to get my sister-in-law to enroll, and she just kept giving excuses and watching her "soaps." Before I started I used to sit at home and watch "soaps" too, but when I heard about this program I said, "Shucks, this is a good reason for me to get out of the house and use my brain." I know that some who don't come are lazy, but most probably are just scared like I was.

Parent made great academic, social and psychological gains during her year in the program. She was near completion of the GED exams at the end of the school year, with projected completion before the start of the following year. Her demonstrated capability to manage several personal crises during the year indicate that she probably will be able to continue with her studies for job training. Her academic ability and motivation should serve her well in those efforts. With the changes that have occurred in her two sons, they should continue to make progress in schools.

CASE C:

Parent is a 26-year-old, single, black woman with four children - - ages 7, 6, 5, and 3 years -- who completed the 10th grade with an average academic record. She quit because she had a child and had no one to care for the baby. She does not know the education level of her parents, and of her three siblings; one dropped out but completed his GED and now is in college, one completed high school, and another completed the 11th grade.

A sister comes in-and-out of her home with very disruptive effects, and she has been in an abusive situation with her "boyfriend." From that abuse, she has been to the domestic violence center.

As she entered the program, the staff referred to her as "a tough nut." She was aggressive and threatening. The staff feared physical violence from her. She was rude and disruptive in almost all group settings. She was very controlled in what she would say. She told only what she wanted others to know, and what she told may have a manipulative or coercive purpose. The ABE teacher said Parent made her life miserable for two months. She was afraid of her. Parent would make almost no eye contact with other parents or with the staff. She was "agency wise," and she used her leadership skills in destructive ways for the group. She would not accept help with her academic work, and she rejected anyone in positions of authority. She was an angry person.

It seems that most of her behavior was defensive. A major turning point was reached when she asked the adult education teacher if she could <u>really</u> work. By mid year Parent was seeing achievements from the program, and was beginning to have hope that changes could occur. She was saying that she would like to have a good job; that she was tired of her condition. Origin- ally, she did not think she could be successful, but began to believe she could. She began looking for alternative types of vocational training for the future, and she performed very well in the job training part of her program.

Parent's attendance was good, except for a traumatic period with her sister when she almost quit. She began to say she is no quitter, and was determined to continue. Her self esteem, which was originally among the lowest in the program, became among the highest. She believed she could "make it." She was an influential group leader in the class, and seemed to enjoy the attention.

Child is a "doll." The staff of the project, and others in the school were "in love with her." She was the "star" of the class in almost every respect. She loved school. Parent, who had been a caring, gentle mother for her, seemed to take great pride in her performance, and in the attention she got from others in the school.

By the end of the school year, Parent was a leader of the class. She readily asked for assistance, accepted physical contact with others, and encouraged others in their work.

She wrote the following journal entries.

> I may have been a dropout before, but I can't be a quitter all my life. The program has opened doors for me. It is giving me the opportunity to get my GED and a career in my life. At times I feel like giving up. But what will I gain if I quit? -- Nothing. I got involved with this program, and I'm going to try my best to succeed. It may seem a hard road to travel, but I must travel to the end without turning back. I can do it, and I will.
>
> The program has helped me control my attitude. It helped me realize that I can be doing something with my life instead of wasting time. I really enjoyed being in the program. But now since the program is almost coming to an end, I must not give up. I must keep on trying. I have come a long way to turn around now. I made a path, and I'm going to keep following it until I get to the top without taking any shortcuts.

And, so she seems to be.

CASE D:

Parent is a 31-year-old, divorced, white man with two children ages 3- and 5 years, both of whom are in the program. He completed the 11th grade in 1976, with a poor academic record. While in the 7th grade, he began using alcohol and drugs, and his school performance dropped significantly after then. He quit school because of his drug and alcohol use. His mother completed high school, and his stepfather completed the 8th grade. Of his eight siblings, one quit before completing high school; the others completed.

He held some type of job from the time he was 12-years old until his alcohol and drug addiction completely overcame him. After he quit school he worked at several odd jobs, and then entered the Air Force. He was discharged after a little over a year because of his addiction to alcohol, drugs, and gambling. He began work as a roofer and general contractor, with some financial success, but soon lost that. At the present time he is near destitution financially, and has sold blood occasionally for money for transportation and food.

He was enrolled in the program for a period of only five months, but during that time he passed the GED exams with scores at about the 80th percentile, applied to take the SAT, and made plans to enroll in college in the fall to major in

family counseling. Upon completion, he hopes to work in the areas of drug and alcohol counseling for families of young users. He has applied for child support while in college, and for scholarships and other financial aide. The staff expect him to have little or no difficulty with the academic work in college.

The children were very immature and shy when they came. Their vocabulary was poor, and they would not talk much to anyone. They would not relate to women. It seemed as if it were the two of them against the world. ChildA (the older) was very much a mother to ChildB. She had taken that responsibility in the home when they were with their mother and when Parent was drunk. The staff have tried to get ChildA to be a child, to learn to play and enjoy games and activities for herself, and to be less responsible for ChildB.

The staff said that when the children came into the program they were "like the pictures of orphans with big eyes, and now the are children with bright, shiny faces. They have a bounce in their steps. They have blossomed as individuals." They will associate with any of the women parents or with the teachers (who are female) Without any hesitation or resistance.
Parent was described by the adult education teacher as having been so much help to her and to the class. He is good in math, and helped as a tutor for all the other students. He had very little money to buy clothes and other things for the girls, but some of the other parents gave him clothes for them. He seemed to be a good father to the girls, and demonstrated a great love for them. While they started in the program looking like "little waifs," he tries hard now to keep them well groomed and dressed. He was very pleased if others helped by combing their hair or other grooming. The women parents were able to teach him a great deal about caring for the girls, and he was a willing learner.

He become an important member of the parent group, and helped the other students a great deal. For example, he took one parent to the agency and helped her with the forms to get food stamps, and took his own and other children to ball games. He started out very quiet, but quickly became an open member of the class. The class responded very well to him, and gave him an anniversary card to celebrate his first year of sobriety. He really appreciated that.

Parent is trying very hard to overcome his alcohol and drug dependencies. He had planned to take his children to the Derby parade, but it rained and they could not go. He was very disappointed because it would have been the first time in their lives that he would have been sober to take them.

The children should have little difficulty in school. ChildA will be attending kindergarten in the fall, and ChildB will be going to a preschool. As a result of his experiences, he is likely to be very selective. He tries to learn anything he can to help his children.

In an interview, he told the following story of himself and his experiences in the program.

> I can't understand anyone who has been in the program not wanting to help the project in any way they can because of what it has meant to all of us.
>
> I now have a feeling of some worth. I am a recovering alcoholic, and have been off for over a year. The program has helped me so much in dealing with my children. I have made friends here, with friendships that go far beyond what we think of as classmates. The students help each other outside of class. We run errands for each other, we baby-sit for each other, and we tutor each other. I had a mild heart attack a couple of weeks ago, and they all helped me so much then. We all dropped out of something. We know what that means, and we can relate to each other.
>
> I've been in several other GED programs, but they didn't work for me. They were too much like the high schools I attended. This one is different. Here we are a family. I'm getting some help for my girls.
>
> When I was in high school, I had a "good time." I started drinking and using drugs. Bussing started, and I fought a lot. There wasn't any discipline in school, and I got tired of fighting. I dropped out in the 12th grade. I worked all the time I was in high school. I have worked since I was 12 years old. I was working in a restaurant when I quit school, then I worked as a tire changer before going into the air force. I was in the air force for one year, three months, and 15 days. I was addicted to drinking, drugs, and gambling.
>
> I worked as a roofer and contractor after I got out of the air force. I drank so much that I couldn't continue. I don't feel comfortable enough with my control over alcohol to go back into that type of work now, but its what my experience is in.
>
> I stopped drinking because I drank up a business, I drank up a six-room Bedford Stone house, and I was really getting tired. I wasn't going to loose my daughters, and I could see that coming soon. I lost the business and house within a six-month period.

My wife and I never really had a marriage, we had a battle zone. I wasn't prepared to give her custody of the children, but if I had continued drinking, I would have. I had tried several times to stop drinking, but each time before it was because someone else wanted me to. This time I just got tired. I wanted to quit. When I got out of the treatment center, my wife left. I think she was glad to get her freedom.

Even when I was drinking, I always wanted to go back to school, but I could not because of my alcoholism. When I saw the poster, I saw it as a real chance. I had been thinking seriously about going to school for about 8 or 9 months, but I thought I would have to wait until the girls were in school. This program sounded too good. My goal when I began was just to get my GED, but since entering I have begun looking forward to continuing my education.

Other than AA, this program is the only positive thing I have done for myself. I didn't realize when I started how much it was going to mean to my two girls. I had expected a high school classroom type of program. I wasn't prepared for all of this. On the first day I was nervous, and then they gave me all those tests, but Susan explained all that and after about 20 minutes I saw that the kids were OK, and I settled down.

I could talk for days about what the program has meant to my girls. Before I came here I could not get out of their sight without them "going into hysteria." Now I can tell them Daddy needs a break, and they will stay with sitters. I have a step daughter who is 6, but I don't have custody of her. My children are now independent and happy. If they get upset, they let me know they are upset. Before they would not. ChildA had trouble speaking, but does not now. Even the 3-year-old knows colors and so many other things. The women in the program have taught me so much about taking care of girls that as a man I didn't know. The children have opened up so much since they came in. They are happy now and they were not before. They tell people, "My daddy goes to school with me." They seem to sense the change in me, and that has helped them. Now the emotional change in me and my girls is worth much more than the GED certificate.

PAT time is great! It's the time during the day when my children get to tell me what they want to do. We sit there playing, and I do what they want to do. The class has taught them the difference between play and "serious business." That's spilled over into our home. They know how to work within schedules and routines at home, and that's made working at home much easier. This class has

made the children more independent of each other. They use to be very dependent on each other. Before they would not separate. They seem much more secure with who they are and who I am. ChildB has learned so much that it is hard to remember that she has just turned three years old. ChildA is going to be ready for kindergarten. I couldn't get her into Head Start because I didn't quit drinking and get myself together to apply early enough.

I was on cloud 9 last week. I received word that I passed the GED exams and I celebrated my first year of being sober. I don't think I could wait or delay going to school. My energy is high now, and I'm not sure I could maintain that if I waited. But, I have to get to work. I was one of 9 kids, and my mother raised us by herself, so we had to work to help. I've got to get AFDC straightened out. School has been like work for me, so its been OK, but now I have to get to work. Being on public assistance really bothers me.

I'm working on my life now, not just academic skills, and that's more important. The feeling I get from this program is that it is geared up for the family. My ex-wife and I are friends now. She saw how much it means for me and the children, and asked if she could come next year. I'm not willing to give her custody of ChildB for her to do that, though.

I have to be really impressed with something to say I would do anything to help with a program, and I say that for this one.

Parent is faced with a hard battle with his drug and alcohol dependencies, but he seems to have made a personal commitment to control them. He has joined AA, and is very active in their programs. His financial conditions are desperate, but he seems to be "a survivor" in those matters. While he does not like to be receiving public assistance, he seems to recognize that his present "job" is education and self improvement. He is likely to receive grants to attend college that will allow him to complete that new goal.

CASE E:

Parent is a 20-year-old, married, white woman who completed the 7th grade in 1982, with a poor academic record. She quit school then because she was pregnant, and didn't like school. Her father completed his GED, and her mother completed the 10th grade. Two brothers quit school, one after the 10th

grade and one the 9th. She enrolled in the project because "she wants to be somebody." She has a stable, and supporting family environment. Her husband has a stable laboring job, and provides the financial support for the family. Both her parents and her husband encouraged her in her work in the program.

Parent was "the star" of this project site. She was always present, and always engaged in her school work. She had a job offer, but refused it to continue her program. She has "found herself." She is a bright and dedicated person, and now has determined to accomplish what she might. She has a very sound, stable relationship with Child, and he is a well-ad--justed child who should experience no difficulty in school. She has become a "model parent" for her children. She would like to go to college, and probably will.

In an interview, she told the story which follows.

> My parents didn't like it when I quit school. I was supposed to go to a special school for pregnant girls, but I got sick and didn't go. After Daniel was born, I lived with my parents until he was nine-months old. Then I moved into the house with my husband's mother. A month later we got married and moved into our own apartment. I had Daniel when I was 14, got married when I was 15, and had Child at 16. I wish I had waited, but that was a long time ago.
>
> I quit school before I completed the 8th grade. It just wasn't important to me. I knew people who had high school diplomas who didn't have jobs, and I knew lots of people who didn't have a diploma but had good jobs. But now I realize that the people who had diplomas and not jobs were ones who didn't want to get out and get jobs. If they had wanted jobs they could have gotten them. I had two older brothers, and before we came to this town everything was Ok and I was doing well in school; but when we came here, I didn't like it. I didn't like social studies very much, and I was more occupied with talking and sending notes than I was with learning.
>
> Both brothers quit school. One went into the service for a while, and neither have completed their GED. They both say they are proud of me, but they don't make a big deal about it.
>
> My husband was a "straight-A" student until he quit school in the 8th grade for us to get married. Then he got a job. He has a good job now, and has not been interested in getting his GED. He always told me he didn't need it for his job. As a result of my being in the program, has worked on his GED, and taken the tests.

If he had done that sooner, we could have graduated together. He now is encouraging other people to get their GED because you are going to need an education sooner or later. He is a foreman for a roofing company.

He admitted that he was scared to try the exam. I took books home for him to study on his own, and it took him almost no time to finish. He beat me in reading on the exam, and that made him real happy. He doesn't like to read, and I do.

I had started in a GED program when Child was about a year old. It was a program in which they gave me a test to find out where to start, then they gave me a book and told me to start working on the materials. I sat at a table and worked. When I had troubles, I tried to get help, but I couldn't get any. I soon quit that program. When I came to this program I wondered if it was going to be like that one, but it seemed really different. I was scared when I came. It was hard coming back to school. I didn't know whether I would be able to do the work.

We didn't have enough money to pay for child care, so I was excited about being in a program with my child. The setting was in the same building with my child in kindergarten, so I could be near him.

Most of the parents needed help in social studies, but we had our own programs. Everyone is different in this program, and we all worked along separately. But people got extra help when they need it.

We are like a family. Everyone helps everyone else in this program. All the parents and the teachers are real good friends. If one of the parents has a problem, everyone else tries to help. We meet outside of school, and our children play with each other. If you have a problem, you talk it over with a family member, you can trust family members. That's the way we are as a group. We get along real well. We have so many of the same problems, we identify with each other.

I needed the group parts of the program. I like parent time. I've learned a lot. Getting my GED was important, but being with my child part of the day was like having a break from my studies to play a while. I could go back to my studies refreshed and ready to go again. PAT time seems like play, but we are all learning.

Parent Time has meant a lot to me. I have had several problems that I got help with. The program we had on child discipline helped me a lot. Another time, I had trouble with my 5-year-old who wouldn't eat anything but

junk, and Julie came up with a technique for me to use. I tried it and it worked the first time! Now he eats well and regularly without any fuss.

My children sense that I am in the program, and my being here means a lot to them. Child was too attached to me when we came. He would throw fits when I tried to leave. Now he tells me to go to my room. He's really independent now.

Child has learned so much. When my other child was 3, all he wanted to do was play, nothing else interested him. He wasn't in a program like this. Child constantly asks for "homework" to have to do while I am working on my work. I do things with him. They learn at school to get out only one game or activity at a time. He does that at home too. The changes in him have helped me a lot at home.

A local bank had promised to give a job interview to the first person in the project who completed the GED. I was the first, and they have given me a job working in the documentations department. This will be my first real job. I have only had two jobs before, but they weren't real jobs.

The program has really helped with my self esteem, it has brought me out a lot. My children are much more independent. Child has learned to be away from me, and he knows that I am going to get a job. He's OK about that now.

I really got involved in school. I was an officer in the school PTA, I was a parent consultant for Chapter I, and I volunteered in school doing lots of jobs, including helping teachers give tests in their classes. Also, I testified before the state legislature on adult education.

The students in her school selected Parent to represent them during the awards ceremony held for all the school sites. She has become an active parent in her family and in the education of her children. She has developed the poise, self confidence, and skill needed to enter the workplace. She is hoping to enroll in college in the fall and continue her education while she works. Her family has developed to the point that few, if any barriers are apparent to continued family growth.

CASE F:

Parent is a 29-year-old, married, black woman with six children with ages 12, 11, 10, 8, 6, and 4 years. She completed the 9th grade in 1975, when she quit school to have children. Her father completed the 6th grade, and her mother the 9th. She was the only child in the family, although she had four siblings who were killed in a house fire before she was born. Her parents were divorced when she was about 4 or 5 years old. Her father remarried a "wonderful" woman, but she died soon after the marriage. Parent grew up with her second step mother who Parent described as uncaring to the children. Her stepmother would not give her things she needed, such as lunch money, but her father would slip them to her. That indicated to Parent that he was not willing to go against the wishes of her stepmother. He gave her all his attention on the side, not in the presence of her stepmother. She loved him very much, and his death about three years ago was traumatic for her.

The relationship with her stepmother probably helped Parent leave home. Her husband, met her when she was 10. He was her uncle by marriage, and he picked her to be his child bride. He had her come live with him when she was 14. She lived with him for several years before they were married, and her first 4 children were born before the marriage.

Her husband has been on dialysis treatment for several years, and his condition is becoming more critical. Until recently she worried a great deal about his condition and about being alone with six children after his death. He supported her educational efforts when she entered the program, but the more successful she became, the more the support declined, to the point that he was using every means possible to him to block he participation and completion. He has become abusive and threatening to her and the children.

Parent is an outspoken person who worked hard in her program. She asked for what she needed, including asking for help with her learning. She was willing to set, and work for, long-term goals. She began the program hoping to complete her GED requirements to get a good job and to be able to help her children. By the end of her program those goals remained important, but she was focusing her attention on gaining control of her life and getting off welfare.

Both Parent and Child made perhaps the greatest gains of the parents and children in her project site. The other parents became her friends, and she allowed her children to participate fully in school events, including going on field trips and letting them participate in after-school programs, which she did not do before enrolling in the program. Regardless of

the powerful opposition to her progress, she continued until completion, with both Parent and Child making steady progress throughout the year.

By the end of the year Child was speaking out well in groups, and was much more able to empathize with others. She referred to other children, and was much more social than when she entered.
The husband's behavior had no noticeable effect on her behaviors in class.

Parent was a fast learner in adopting the strategies of High/Scope to deal with children. She had good ideas in PAT time, and worked well with her child and with others. She learned to deal with the many problems with her children. One son who was making D's was making B's by the end of the year as a result of her intervention. She seems to have no difficulties in learning whatever she tries to learn.

In and interview, she told the following as her story.

> I hear other people tell about what they were doing when they were 16 or 17. I'll have to wait until I am in my 30's and my children are older before I can do those things. I'm doing things backwards.
>
> My son was in the 4th grade, and he came home with some fractions and asked me to help him with them. I didn't know what they were. The main reason I came back to school was so I could help my kids. I'm on welfare, and I want to get off! I'm 29 years old and never had a job. I want to get a good job! Now I've passed the GED exams that I wanted to help get a job. I can't promise I'll remember algebra, but I'll never forget fractions. I'll make sure my kids don't get the idea they can drop out of school because I did.
>
> I had gotten so bad that I told my kids that I would go to school if they wanted me to go, and I wouldn't if it didn't matter to them. My kids thought it would be great if I went to school with them. That is a terrible position for a 28-year old to be in, when the kids have more sense than I had.
>
> My husband told me my place was in the home with my children, but the children said "MaMa, go to school." They were just as happy when I got my GED scores as I was. I thought social studies and science were going to get me, but I got scores of 50 and 48 on them. When I saw those scores, I said, "Oh my goodness!"
>
> When I was in elementary school I liked school, and I tried to go to school so I wouldn't have to stay with my

stepmother. I dropped out because of a relationship with the man I married, not because of school. My husband was the only person I had been around except my children until I started the program, and now he thinks he's loosing control over me. But I'm on AFDC, and I don't want to be on public assistance all my life. I want my kids to hear me say "I earned this money." I'm buying a home, and that's hard on AFDC.

The kids take lots of money. I want them to have clothes and new shoes for 5th-grade graduation, and that takes lots of money. I lost Child's birth certificate which I need for her to get in Head Start, and a new one is going to cost five or ten dollars. I guess I'll have to go to the capitol to get it, but I guess that would give me an excuse to get out of town.

It's like God sent this program to me. It wasn't hard for me to come back. It came at a time when I was ready. Of course I wish I had stayed in the 9th grade and learned step by step, rather than trying to cram all this stuff in my head in a short time just to pass a test for the GED.

Chris is not just a teacher, she is a friend. I didn't get of the house much to meet anyone until I started to school. Before I just sat at home with my six kids, went to the grocery store, and went back home.

Without this program, I would still be sitting at home watching game shows or something. I tried going to fill out job applications, but I put down "9th grade" for education level, and that made me feel bad. I'll feel good now that I can put "GED." If I hadn't come to this program, I wouldn't be going around with this big head because I got my GED.

In the classes, working independently was good for me because I could work on what I needed, not what others needed. I liked PAT because it gave me time to be with Child. With all my children, I didn't have much individual time for her without others around.

The program we had on spouse abuse was a big help for me, because now I'm using it. The person who helped us on discipline was a big help, because I didn't know why children responded the way they do. I can work with Child in ways that are much better than the ways I used with the others.

The staff helped me get to the spouse abuse center, and everything I learned there is like what I experience at home. I sit there and laugh and say, "That's the way my

husband does." I want a job, he doesn't want me to have one. It hurts when I can't do things for my kids that I want to do. I don't want my kids to say, "We never did any of those things at home with my parents."

Child is crazy about school. She cries when she cant go. I'm trying to get her in Head Start next year.

I can't think why anyone would not attend this program. My child has learned so much. I didn't know children could learn until they went to kindergarten. I didn't try to teach my other children anything until they started in kindergarten. I know some people who could come to this program don't, but I can't understand why.

My husband always wanted complete control over my life. I have never been a woman. At 14 I ran away from home to be with him. You know what 14 is like, you gotta do what your parents tell you. So until then I did what they told me. Then at 14 I'm doing what he tells me. And now I have waited 29 years to finally get to do what Parent wants to do. I don't really know how I am going to accept that. I might be as crazy as a bat when I am free. I have 6 kids to take care of, but I can take care of them. I don't know about the rest.

This program helped me see life! Period!

Now the first thing in my plan is to get a job. Then I will get a divorce so I can regain control of my house and kids. I want to be able to have a social life. At 29, I plan to start my life!

Parent is a bright, strong-willed, goal-oriented woman now. She will have a great deal of difficulty and personal suffering before she is able to gain control over her life. She seems committed to that end, and she has begun taking actions needed for her and her children. She was a quick learner in every part of her program, and she made a number of adult friendships. She had no positive experiences with Caucasians, and had a great fear of dealing with them. That fear seems to have reduced to a level that will not be a barrier to her. She has made definite plans to begin job searching, and she should be successful in that effort.

While success will not be easy, without traumatic experiences in the future of this family, Parent should achieve the goals she set for herself at the outset of her program, and there seems a strong likelihood that she will achieve more than she may even have hoped.

CASE G:

Parent is a 25-year-old white woman who has one other child who is in the second grade. She completed the 9th grade in 1980, when she quit because she had a baby. Her academic performance in school had been good. Her father completed the 11th grade, and her mother the 12th. One sibling completed the GED requirements.

Parent is married, and has a stable and supportive home situation. Her husband, a manager of a local plant, has encouraged Parent to go back to school and complete the GED. He helps her with assignments at home.

Despite her high academic skills, Parent constantly expressed doubts about her ability. She was not able to accept compliments for performance on assignments. Parent was reading to Child on a regular basis, and encouraging her oral- language development. Child was one of the most verbal and creative students in the early-childhood class.

Parent's goal was to complete the GED during the year, but she really did not believe she could accomplish that goal. She hoped to continue education in the local community college to study nursing. She was very conscientious about attending class and getting the most out of her time while there. She has attended over 90% of classes.

By mid year Parent had passed the reading, social studies, and science portions of the GED test. She passed the remaining tests during the spring, and enrolled in community college chemistry class.

Child used all areas of the room and playground. She had good verbal skills, and worked successfully in a group or alone. The teacher describes her as being active, creative, and having a pleasing personality. It is expected that she will be very successful in kindergarten. She is confident, and seems to have talent in art.

The following is how she described herself and family.

> My husband went to college. He's never been ashamed of me, but he just always wanted me to go back. He thinks I'm smart, but I don't know why he thinks I am. He wanted me to go back and show everybody that I could do it. But mostly he said, "I don't want you to do it for me, I want you to do it for you." I was just scared. He helps me at night and he studies with me. He gives me confidence.

Sometimes I felt like I can't do this and he just gives me confidence and helps me out. Without his support I would not have come back?

I know there are lots of things I don't know, and there are lots of things I do know. But I always felt inadequate because you can go places and talk to people and it seems as if they find out I didn't finish school or don't work then they think, "Oh my goodness, I can't talk to her anymore." They act as if you're beneath them or something.

At first I wondered if I was going to school for everybody else rather than for me. Now I know I'm doing it for me because I feel so much more better. I feel better about myself and I don't know how to word what I want to say. I just don't. It feels weird, but it feels better. It feels more good than it does weird.

I remember the first day we all came here I was so nervous I just thought I was going to explode, but after the first day you realize it's not so bad. I realized then that I was going to like it, and I really do like it.

My father is really proud of me, and he went back to school too. He said if I could do it, then he could too. But my husband and my teacher have really made me feel like I could do it, and that I could do anything else that I wanted to do. So now I sorta feel like I can. I'm just glad I came. Sometimes it seems like so much has happened and I've come such a long way, and I know I've still got a long way to go but I'm not afraid anymore. I'm not scared to try because I feel like I can.

I didn't expect to finish my GED this year. I wasn't even sure if I would manage to get half-way through it. I wasn't sure how I was going to do. I never thought I would get as far as I have in this amount of time.

I was really terrified about English and math. Everything else I thought I could follow. I've always had a terrible time in math, but I have learned so much since I've come here; and English, too. Sometimes..it's like you're going to wake up and all this is going to be a big dream. I can't believe I'm here, I've come as far as I have. I'm just glad I'm here.

I didn't expect the people in the program to be so nice. I thought it would sort of be impersonal. I just thought somebody would say, "do this," and you would do it. But

the teacher explains it all to us; and then if you don't understand, she just keeps explaining until you do understand. That's nice.

We get along real well. We've all become friends, I think we're going to miss each other when we finally finish and get our GED. I'm looking forward to it, though. I just want to do something with my life 'cause I've let so much of it slip by. I want to be somebody.

My confidence is so much greater! When I think now that just a month ago I would never have thought about taking a chemistry course at the community college; but since I started the course, that's all I think about. From the time I was a little girl, I wanted to be a nurse! I plan to take science or biology next quarter, then after that comes fall. I still get a little nervous when I think about it, but then again I feel like I can do it. I'm looking forward to..I'm scared, but I'm looking forward to it at the same time.

Sometimes my son and I sit and do our homework together, and I like it. I think his attitude has improved a lot, too. He's only eight but I feel like he's proud of me. He knows that I went back to school.

This program is so nice. My child is just right next door, and just knowing that Child's next door helps me out a lot. This way I feel like if she needs me I'll be right next door, and it's helping her so much to get ready for kindergarten next year. I think that she's really ready and she works hard. Even when she comes home I can't believe the things that she does. She's already trying to read; and all the words that she's writing. She is trying to learn a new word each day. Where before, she was interested but she wasn't really interested. I think she learned one little thing and it opened the door and she now she wants to learn new things.

We've always taught her from the time she was a baby. She's always talked pretty well, but some of the words she's picked up and the way she says things, she sounds so grown and so sophisticated. Sometimes the teachers write things the children say -- things they like for us to know they say -- and it just amazes me the things those small children can say and think about.

I didn't want my children to grow up thinking that their mother is not very smart. I don't mean that just because you don't graduate that you're dumb, but other children can be cruel on stuff like that and not understanding. I want them to know that they have to work for what they want, and that it's not always easy. But I don't want

them to be discouraged. I just want both of them to be somebody, and to be proud of what they are and what they do.

I just knew that I would never get a chance to go back to school and finish; and now I can't believe it. I can see myself five years from now. Wearing a little nurse's hat and all that stuff.

Parent is well on her way toward her goal of a career. There seems little that is likely to prevent her completion of the program at the community college. Her children are now much better adjusted to education and schools.

CASE H:

Parent is a 29-year-old, separated, white woman who completed the 9th grade in 1976, with a poor academic record. She quit then because she was failing in school, became pregnant, and was sick during the pregnancy. Her father completed high school, and her mother completed the 10th grade. Both her brothers completed high school. Her husband was very abusive in the home, especially verbally. While she has separated, she is still dealing with him but receives no financial support from him.

When Parent enrolled she was very quiet, and hardly spoke within the classroom. She had a good relationship with her children, and used sound practices with them. The other parents saw how well she treated her children, and looked up to her for that. She was respected by the parents. Her academic functioning was perhaps the lowest of all parents. She could hardly read, and was embarrassed about her reading. Her children generally were well adjusted, happy, and verbal, but they continue to have difficulty dealing with their father. When they think of him and other family problems which are shared with them, they often cry, especially Child.

Parent knows her level of academic functioning, and only expected to make improvements in her skills and not to take GED exams. She wants to be able to read the Bible to her children. She runs her home without help. She makes all home arrangements, pays bills, and manages forms without help.

After being in the program, she is more verbal. The staff and other parents said, "we finally got Parent talking!" She has more of a sense of humor; she now can laugh. Parent is now able to deal directly with her husband and use him for some help with household matters. She said she could not relate to

him in an objective way before joining the program. She appreciates the group of parents, and seems to enjoy being with them. She is well accepted by the group, and respected by them. She seems much more confident than when she enrolled.

The children were functioning well when they entered, and have been making steady growth while in the program, except when family problems are to close for Child to manage. Then she becomes upset, and time is required to regain her stability. Their family social conditions seem to be improving as a result of Parent's changes. The children should have little difficulty in school if they can be shielded somewhat from the family problems.

Parent has difficulty keeping appointments. It is not clear whether she doesn't understand calendars and schedules, or just has not learned habits of punctuality. But, she misses many appointments for needed family services by being too late, or attending on days other than the scheduled ones. She comes in late to class every day, but she has a babysitting job which causes her to be late,

She has made some good improvements in writing, and has begun to use a word processor. She seems very proud of that work. Her oral language has improved a great deal more than her reading. She seems to have good understandings of material which is discussed.

Parent has improved greatly in reading, even though it doesn't show on the SORT. The vocabulary she has been studying is not the same as what is covered on the test. She cannot take the TABE She has been having tutoring in phonics because she has few word attack skills. Parent has been helping another student in class who is at a lower level.

She is a dependable person in class, and helps teachers when they need someone to care for the class. She is generous with the group, and often brings in things for them.

Parent will be eligible to continue next year, and probably will.

APPENDIX D

SELECTED ANECDOTAL RECORDS

ANECDOTAL RECORDS

REASONS FOR PARTICIPATION IN THE PROGRAMS

Some parents experienced an event that led them to want to finish their education. For example, they may have been turned down in a job interview because they didn't have a high school diploma.

> ..when I used to go and put in applications for a job, they always turned me down because I didn't have a high school diploma. So I knew that was the thing to have to get a job.
>
> If I went and applied for a job everybody said, "Well you haven't finished school, so we can't hire you. You don't know anything." It really put a lot of stress on me..-..because I've been turned down many times. When you walk in there and they say, "Well you don't have a high school diploma or a GED, so why should we give you a chance?" And then you have to sit there and almost beg for a job.

Other parents referred to a decision process that occurred over a period of time, rather than to a specific event. For example, many parents have grown dissatisfied with their economic circumstances and see education as a way to better their situation.

> I ain't going to be in the projects all my life. I'm going to better myself. I'm going to get out here anyway 'cause it's the last place to bring up children...all the dope and stuff over in there....get up in the morning, walk out my door, you see needles all aroung my house.

Some parents entered the program and subsequently 'caught fire' while there; the program, in effect, has been a triggering event for some participants.

Some parents were concerned that their young children, as they got older, would view them as 'dumb' when they wouldn't be able to help the children with homework.

> It's important to me what my children think of me and I want them to be proud of me as as I am proud of them. I just didn't want my children to grow up thinking that their mother is not very smart. I don't mean just because you didn't graduate that you're dumb, but I mean other children can be cruel on stuff like that and not understanding.

These same parents often mentioned that they realized they couldn't tell their children honestly that education was important if they hadn't finished high school or completed a GED.

> I have three kids now. I have to look at their future too. I have to set some goals for them. If I sit aroun the house and don't do nothing, I mean I'm setting that pattern for them, see. And they see me trying and they'll try too. They will go to work, too, instead of depending on other people

> How can you expect your children to perform in the schoo system, or perform in society if you don't care. You know that you can take school or leave it. It doesn't matter to you, you don't need it. But, tell that to you 16 year old.

> I didn't finish high school. I'm trying to teach my children finishing high school is what you're supposed t do. How can you teach that if you haven't done that? S now I just feel a lot better about myself.

Many parents said that having the childrens' class was a primary motive for their entering the program. Otherwise, the availability and/or cost of babysitting would have prevented most of them from enrolling in the program.

> I had been to four (programs) trying to get my GED, and then half-way through I didn't have a baby sitter.

> I had tried to go back to school before and it was like night class that you went three hours to study two night a week and then it was just so hard getting baby sitters and then when I did get a baby sitter it was usually a teenager that I was always worried to leave my kids with so I just quit going because of baby sitting problems. It just wasn't doing me no good to go and try to study when I had my mind on other things.

> If it wasn't for this program I don't think I would have had my GED today. It might have been something that I put off til all my kids was in school all day long

Parents have also mentioned they like having their young chil dren nearby, rather than having to leave the child in a day-care center if they wanted to go back to school.

> It is just a walk away if I want to go see how my kid is doing. By just walking around the corner, I can see how she's doing; or if there's a problem, she's sick or some thing, I'm here.

> Well, getting breaks to be with my son, we have play time together, we eat together; and if he ever needed me I'm right down next door to him.

While many parents understand that this is a family literacy program, some have expected it to be more of a GED-completion program

> The first day I didn't like it. I thought, "this isn't for me." I had sold myself on wanting to come strictly for my education.

In terms of goals, there was a clear distinction between those who were present-oriented and those who planned with a more long-term outlook; another distinction can be made between those who were more inner-directed, and those more influenced by environment, others around them.

Some parents say that having a personal support system was an important factor for them in deciding to attend.

> My husband has wanted me to do something to get my GED or go back to school, but I was just scared. He's really helped me a lot. He helps me at night when he studies with me, and he gives me confidence because sometimes I felt like I can't do this and he just gives me confidence and helps me out.
>
> I'm still real good friends with my ex-in-laws and they were real supportive. They were cheering me on and saying, "You can do it, get your GED." And they were real supportive. My mom, she's been real supportive..
>
> It's important to have someone to back you up, you know. 'Cause when I'm studying or reading .. you know to have someone to help watch the kids or you know I'll help with the dishes..I'll take them to get ice cream, you go on and study.
>
> ...if it wasn't for my kids I might not have my GED either 'cause they are the ones that encouraged me to go on and that's a big help to me when they encourage me like that.

Some parents said that spouses and boyfiends discouraged them from participating in the program.

> Like my boyfriend told me, you ain't going to school. I say you want to bet. I say you watch me. I'm in school. He stopped coming around for a while. It don't bother me, no big thing; and he saw I was determined to get my diploma.
>
> It's just like he don't want me do better. And so I have started thinking now of me and my kids,

Some parents say that neighbors and friends discouraged, actively or passively, their participation in the program.

> I had a friend, me and her used to be real tight and she found out I was in school, she won't say two words to me.
>
> ..when I started this program I had a lot of people turn their backs on me, I mean because I wouldn't sit at home 24 hours a day and play games or party with them or stuff like that.

Some parents say that neither presence nor lack of a support system influenced their decision to enroll in the program.

> I really didn't have no one to encourage me but myself because it's something I wanted to do, you know I couldn't..nobody didn't encourage me it was just something I want.
>
> I'm a big girl. I'm 34 years old, I don't need his approval or hers, I make up my own mind.

Some students mention that family and friends have followed their lead, also going back to school to finish GED.

> (Student's) boyfriend is now participating in a workplace literacy program.
>
> My father is really proud of me and he went back to school too. He said if I could do it, then he could do it so he's gone back.

RECRUITMENT OF PARENTS

Many parents said that having program participants go on home visits would help in the recruiting.

> I told the teacher and them I would be willing to go, because nine times out of ten you see a woman like (teacher) and them walk up to your road, to your door and they say I'm from so and so and I'd like to talk to you

about a school program, nine times out of ten they're going to shut the door in your face because they feel like you know, you're imposing...

But your greatest advertisement for this program will be the ones who'll go to it. And any way that I can help advertise or do anything for the program, get in touch with me.

Some parents offered suggestions for recruiting new students for the program.

When you all do your recruiting, if you'll just explain to the people in the beginning that it's going to be just like taking a new job, it's going to be tough, but once you make that first step like what it was..something that I've seen before when you take that first step that's all you take, is taking that first step and that effort to show that you're going to do it.

Organizations like Parents Without Partners, let them know that it's here. I'd say civic groups where it wouldn't cost you a lot of money as advertising on radio or something like that. You advertise on the radio you would reach more people but if I had heard it on the radio I don't think I would have paid any attention to it.

I would say the big thing that would help more is to get some of the people that's been in the class to talk to some of these organizations, these people. Especially ones that deal with children a lot, children and parents.

REASONS PARENTS REMAINED IN THE PROGRAM

The adult education teacher's attitude and behavior were an important factor in retention. They were supportive, yet treated the adult as an adult.

(Adult Ed. Teacher), her and Miss (ECE Teacher) were really a big part of it; because when I got upset even on Thursdays and Fridays when we wasn't in school, I would get upset and get to crying and I would call (one of the teachers) and they would..when I would get through talking to them I felt a 100% better.

(Adult Ed. Teacher) gives you so much confidence. She's helped me a lot because I felt like I couldn't do anything.

> If I walked in and had a teacher that was strictly school instead of caring about... You know, we do have things that go on at home everyday, and if she didn't..I think if I felt like she didn't care... Keep your problems at home, I wouldn't come.
>
> If we miss a day she's always calling us and checking on us, not being nosy but just checking on us seeing if we're OK and that means a lot, means a whole lot.
>
> You're treated as an equal, you know the teacher in our class who is a great lady and great at her job, really great at her job, she's not above me or above anyone in the class. She's there to instruct us but she's our friend, she's our compadre'.. you know that's the difference. And that makes a big difference in how one performs.
>
> Like I said, our teacher is our friend and she calls us at home. I was sick all week last week, I didn't make it to school and she would call and say how was I doing?

The child's enthusiasm for the class was a major factor. One student was going to drop out after her first day in the class, but didn't because her little girl was so enthusiastic about her class.

> She was one of the main reasons I came back. After the first day it wasn't what I expected but she loved it so and she was going..let's go to school, I want to go back to school so I said well OK.
>
> That's why I'm here all the time, he (my son) wants to come to school.

THE IMPORTANCE OF THE GROUP

Parents talked about the importance of the sense of group identity, the presence of mutual support among the parents in the adults' class.

> I lost my grandmother a month after school started and if it hadn't been for the school program I woulda went crazy she's all I knew for 25 years and when she died (The Adult Ed. Teacher) and everybody supported me real good and if I had stayed in the house I know I woulda went crazy and you know everybody was calling me (Parent) don't stay at home by yourself, come on to school and I didn't do any work them weeks but I came and I felt like I had somebody to lean on and somebody to talk to.

> it's like going to ordinary school but yet it's like being with a family too because you're all grown-ups and if you're feeling bad the whole class feels it.
>
> I think I'm going to really miss (the program) when I finish. I'm going to miss everybody...
>
> like one of our fathers, he was going to lose his daughter if he didn't get a job, lose custody of her and we all were real caring, we were thinking how we were going (to get) him a job. He needed a job and one of the mothers in the program, she got him a job with her husband. So that's the things that really mean a lot.
>
> Some weekends we get together and go places with each other and the kids. Just share like a family not anything intimate or anything like that. I think it's neat that we can all talk and still be just as close outside as we are here.. especially in the 80's which is almost over 'cause that's getting harder to find.
>
> Just like what we call our second family. We all stick by one another. I mean here it is when they heard..(I was) back at the spouse center they made sure I had my clothes for my graduation tomorrow night. Oh dear, what size shoes you wear, they said.
>
> If I had gotten lazy everybody in the class would have pushed me to where I covered everything. That's the kind of bonding that this program breeds into you and you can't help but get carried along on it.

Some staff members express a sense of guilt when a student drops out of the program. They feel a sense of personal failure.

THE IMPORTANCE OF ATTENDANCE

Some students talked about the importance of maintaining regular attendance.

> ..it's hard because if you miss like 2-3 days you get so you know where you don't want to go back... you get so wrapped up in your things at home that it's hard to come back.

PROGRAM EFFECTS ON PARENTS

In role as student:

Before the program started I was one that through nine years of school didn't have anybody telling me, "You know, you got brains use them." I was always told, "You're stupid, you're dumb, you can't do anything." When I started this program, I felt the same way; but now I have confidence in myself to where I know I'm not a dummy...

I've learned a lot in English. I've been helped a lot in the others like social studies and science but math and English is where I'm really weak at 'cause most everything else..I like to read anyway so I sorta can keep up with everything else but math and English I just sorta let it go and didn't worry about it so I've come a long way and I'm proud of myself.

I read a lot now, more than I ever have in my life and I've learned a lot from reading.

I hardly ever read anything and after I got in here and started reading those reading texts, little stories about different things, I couldn't put it down. It was like I had to keep picking it up. It had something to tell me you know and I just didn't realize there was so much in reading.

In role as parent:

I used to wouldn't read to (my children, now) I read to them all the time.

(before entering the program) ..well I was a couch potato really and (my son) wanted to do things outside when it was warmer and I say wait a minute you now..I tell him to wait and then by the time .. I kept saying wait..wait a few minutes.. wait a few minutes, it had gotten dark outside.....(and now) I take more time with him and when I'm not here it's like..when I'm not here at school and when I'm at home...after we eat I do a little homework out of my books and then let him go outside and I go out there and watch then come on back into the house and prepare for the next day.

And parent time has really helped me out on my son's discipline.

I give them (my two girls) that little bit of independence which probably would never gave them without this program. And they probably would have never wanted it.

In role as worker:

—parents who worked as tutors in the schools saw the effect of a lack of parental support; students without parental support had a hard time in the upper elementary grades.

On student as a person in general:

even when I got married I didn't have independence but now I can honestly say I feel dependent on my myself.

bηjust glad I came, sometimes I can't....it seems like so much has happened and I've come such a long way and I know I've still got a long way to go but I'm not afraid anymore, I'm not scared to try it anymore because I feel like I know that I can.

Because for so long I just felt like I would never amount to anything and because of this program..this program showed me I can. And I will.

I mentioned all the agencies, all the avenues that they make you aware to help you with. When you leave here you're a more knowledgeable person not just in the sense of academics but in your surroundings, in different organizations, etc.

They (my children) can sense the difference in me too. Because naturally with the feeling of a little more self—worth, there's a little more security there.... I mean I can be a real pain in the posterior if I you know..get in the right mood. But with the self—respect and you know the feelings that .. I would say it is one of the benefits of the program..an extra benefit....The emotional aspect is .. to me it's worth more than the GED itself.

That's another reason why school has been so important. It gives me a sense of accomplishment even though I'm not working.

(the program has) helped me (besides) education it's kinda helped me to understand life to be around other people and I'm not saying I'm stupid but all I did was be home with my six children and go to store and back home. And now since I got out, like I'd really be nervous sitting here with you right now if I hadn't been around

other people here lately and so I'm really getting used to..see that's going to help me for a job interview to really get used to talking to people.

To me I think this program not only helped me see life in my books, it has helped me see life period.

PROGRAM EFFECTS ON CHILDREN

Since she's been here she has improved a lot. She used to wouldn't share with nobody, she's sharing now, she used to say stop, she don't now, she will play with children more than she used to, plus for me I used to be, least little thing get to you and now I'm now more patient than I used to be. I get better understanding with my children than I used to have.

Yes, she's learned a lot. Well, before she came she didn't know her colors, her numbers, she's learned a lot..speech as well.

His vocabulary has picked up from like three or four words to just like a grown-up, he talks to his daddy so steady he'll sit down and try to write and he colors and he's real creative. He sits down just like I do with my homework, he'll sit down and say I got to do my homework, it's been exceptional for both of us....before the program started, he was like any ordinary kid, he was whining and finding things to play with but now it's like I'm not no baby, don't treat me like no baby.....now I can walk in (his classroom) and say (Child) what do you want to do today and he'll say I want to do this or look at the books or read this story or something, he's changed a lot.

even when (Child) came the first couple of times, you know it was real crazy scary for him because he said mama I don't know the teacher and stuff like that and now it's like he'd rather be with the teacher than to be at home...

it just tickles (my husband) the way he's changed so much. Because he went from one or two words now you just can't hush him and he's always asking what's this, what's that, it's amazing, everybody's got something different, why's that on TV, why is it people killing each other and it's hard, it's strange and hard too because you sit down and you say how am I going to explain to this three year

old what's going on in the world but yet he's three years old and he realizes more right now than a lot of big kids do.

I can take him to his aunt or somebody and it don't bother him to say bye mama, see you when you get back and before it was like don't leave me I'm scared something will happen to me..it's helped a lot.

...little songs that he brings back home that they learn in class. He come home singing and ask me to write them down or ask me to get up and help him do them, he'll show me how.

And knowing when it's time to go to bed. Like they take a nap everyday and when we first started he didn't like to take naps..he did not like to go to bed at home. But now he does.

it's helped her a lot 'cause she really hadn't been around any children except her brother and a couple of the area neighborhood children. They're kinda larger than she is, so she's come a long way and she's not nearly as shy as she used to be. She's real confident now.

it's helping her so much to get ready for kindergarten next year. I think that she's really ready and she works hard. Even when she comes home I can't believe the things that she does. She's already trying to read and all the words that she's writing and trying to learn a new word each day. Where before, she was interested but she wasn't really interested. I think she realizes, I don't know how to say it but she learned one little thing and it like opened the door and she realized well, I don't know how you put in a child that young I don't know how to say it, but it's like now she wants to know things and she wants to learn new things.

When I first started this program he clinged to my leg for a week. I mean the teacher just pretty much had to pull him away from me and now it's like he walks down the hall by hisself you know. It's done a lot for him..

It's like if him and his sister's playing in the bedroom he'll say now you got to have this planned first..you can't change your plan...it's so cute.

..she talks about her teachers and her field trips. She got to go to the Museum of History and Science and for her to say that all in one sentence. Daddy, remember the History of Museum and Science? I say yes and she'll discuss things that happened and to see the look in her

eye it's just like you've given her a gift that cannot really be bought. It's just amazing.

They can make a decision. They talk about their plan. When I was in their class and the teacher would say what is your plan and the child would work it all out on its own, tell you what he or she wants to do and then carry it out..finish it or go to another project.

He has got friends, he's learning to depend on hisself. It took me years to get him to clean his room up and now he's finally cleaned it up from support of his friends and his teachers. He knows now that whenever he gets done with something he either puts it up..he shares. He's learned how to talk properly. He knows how to stand in line. He knows that if he has something that he doesn't know how to do by hisself, he can go and ask one of the teachers for help and they will help you.

Before we got here now they'd .. with the divorce and me being gone in the hospital and all that I couldn't get out of their sight without them going into hysteria. And since they've been in this program I mean I can tell them, Daddy needs a break, would you all mind, I have some friends and we swap baby sitting. They're all single parents too and I'll say will you stay with Leonard for a few hours so Daddy can have a break and they'll do it now. And before this program they would never do that and they've become more independent.

Before, the least little thing would really get them bent out of shape. But since this program they seem to cope with things.

So it's improved their speech and they know the colors already. Even my three-year old little one..she just turned three in February and knows her colors and that's because of this program. They've learned how to use scissors without cutting each others hair with them.

But this class has also taught them the difference between play and serious business. You know because they have times that they just play down there and then they have times that they do specific exercises like reading or learning shapes or whatever.....They have time that for playing, times for learning and that's spilled over into the my home anyway. There's time for play and then there's time for bath and go to bed and ready for school the next day.

PROGRAM EFFECTS ON OTHER FAMILY MEMBERS

I think (my older son's) attitude has picked up a lot too. I mean he's only eight but I feel like he's proud of me and he knows that I went back and I think he's proud of me. My family's proud of me...

I think it helps them see how important school is, that my son come home with a note one day and said he hadn't been completing his daily assignments and I had a talk with him. I said Mickey you see, you know how important school is because I'm having to go back at 26 years old and he said I know mom, I'll do better, so you know I think..that will have an impact on their life seeing how important it is to get an education so it's helped a lot.
(Cloe, Schaffner)

RESPONSES TO THE PROGRAM COMPONENTS

Academic work

—many parents (all of them women) said that math was the subject that worried them the most; low confidence; difficulty in mastering the concepts, algorithms

PACT

And that part in the afternoon with the kids, some of the parents don't like it but I think it's great. It's the only time that I know of that my children get to tell me what to do. I mean you know we're sitting there playing and I do what they want to do period. That is their time.

it's a time where I can be one-on-one with my child. And in my case when you have lots of kids it's hard to get one-on-one basis.

REASONS GIVEN TO EXPLAIN WHY SOME PARENTS CHOOSE NOT TO ENROLL

But I believe a lot of them's lazy the reason they won't come and then some of them I believe they're scared like I was...

They have a lower opinion of themselves 'cause they think they can't do it or..I don't know..they don't want to put forth the effort. You got to push yourself.

WHAT PARENTS SAID ABOUT CHANGING THE PROGRAM

Some parents said that the program, as it is currently being implemented, was meeting their needs.

> This program is fine.....just the way it is.
>
> ..it's an exceptional program and I believe any young girl that has anything or knows that she's going to have to get out here in this world and make a living, if she's got any sense whatsoever, she'd be glad to take her kid and come to this program..
>
> I don't see how the program could be better. I mean it's all there. All we have to do is take advantage of it.

Other parents wanted to spend more time on academics.

> ..just that..well you just don't have enough time. Not enough time..like parents and teacher time, it's OK, but I think what they should do is like from 8:30– 2:00 give more lessons. 'Cause if not..OK, most people have to study at home, well you can do a little here, but it's just not enough time here and plus when you're at home you have to get the house clean, take care of the kids, stuff like that, just not enough time.

WHAT PARENTS SAID ABOUT HAVING MEN IN CLASSES MOSTLY OF WOMEN

> Well yeh I mean it did change like our conversations changed a little but nothing bad or anything..it's all good.
>
> I think I even made the girls more comfortable. I just made them feel a part of me and we got just so involved with each other. Where maybe their home problems with their husbands and things they seen a lot of difference in me 'cause I think I treated them like a person, an individual, not look at them as a woman. They have a lot to offer and we also have a lot to offer and just like they learned from me, they said, Robert, we used to wonder if a man could really raise a child and when we see you we've learned a lot from you and the way I discipline my child and the way we reason together. It took a little while. It took a couple of weeks for everybody to really develop but I think their fears dropped the first 2–3 days. I probably got that rough image look but I'm not that way I'm more like a teddy bear, so to speak. I try to offer love and everything the best way I can.

I mean you know like with my lady friend I could ask them what do you think about this situation where also they could ask me about what would you do..they talk about their husbands and boy friends and things, how would I do in the same situation. We also learn from each other.

See just like some of the kids that are, maybe they don't have their fathers. I can feel like I'm their father sort of and we have interchanged and we did things with the girls' little boys the same as they did 'cause mine don't get to see a lot of her mother. So then they became a woman image to her and I want that 'cause I don't want her to really grow up and say well where's mom, what's the deal?

.. and the women in this program..I don't think they admit it but they've got them (my daughters) spoiled too. They help me with them. They tell me how to fix hair and you know just little stuff..being a man I didn't think I'd ever have to do.

REPORTS MADE BY SITE STAFF: INDICATORS OF SUCCESS OF PARENTS

During a field trip, when the van passed the community college, one parent said, "I'm going to be there next year. It will take a lot of work, but I will make it."

A parent told me she was writing letters to family members out of town. She was not able to do this before coming to the program.

The father was not going to attend school because he planned to work. His daughter said to him, "We are going to school today!" They went to school.

One of the new students has been so excited about being in the program that she has visited two other students in their home.

Parents have been calling students who are absent to see why they are absent. The do the calling without being asked.

A parent told the teacher that she had always been so angry. She stayed at home, and would not let people come into her home. She kept her daughter at home with her. She said she couldn't believe how genuinely friendly and nice the staff are, and how the program has changed her life.

A new parent, with tears in her eyes, said that joining the program was the first thing she has done for herself in 17 years.

A mother said she noticed so much improvement in her child's behavior at home since enrolling in the program.

A mother said she hated people until enrolling in the program. She found the program a warm, friendly place to learn. She is beginning to like people.

One mother told the teacher that she did not realize how much her son had learned until she took him to the doctor for a physical and school readiness exam, and she was told that his vocabulary was super.

One mother told the teacher that she had started to spank her child at home, but remembered what she had learned in the parent time, and left the room to "cool down."

Two parents registered to vote, and voted in the Presidential election.

A parent was talking with a teacher and used language which was not in correct grammatical form. She said, "Wait a minute," and corrected her speech. Then she said, "I'm really working on talking right. Even my kids are noticing it."

Our parents went to the public library as a group. I could feel the intimidation that some experienced at the thought of being in a library; but they did check out books, and they found that the library has story hours for children.

The parents composed a poem about Martin Luther King, Jr., and we put it up in the main hall of the school. They were proud of it, and hope to have it included in the project newsletter.

On the first class day after Christmas Holidays, all the parents told us how much their children had missed coming to school, and how much effect of the school they were seeing in their children at home.

A parent made a presentation of the program to the school board during their regular meeting. She received a letter of appreciation from the Superintendent, and was very excited.

A new parent was excited about being in the program. She said that if she had been in a program like this several years ago, she would not have so many children now.

One of our parents was asked by the principal to serve on our school PTO board. She now is in that position.

A parent said this program is too good too be true. She had tried several times to get her GED, but she couldn't attend because of having the small children and no way to care for him.

A parent said that her 17-year-old son has been helping her with her homework. He told her that after Christmas he was going back to finish HRD so he could get a job.

A parent said that her 2nd-grade son likes for her to go to school so that when she gets home they can do their homework together.

After having perfect attendance all year, a parent who missed three classes because her child was ill said, "It felt funny staying home from school, I missed being here."

ACCOMPLISHMENTS OF CHILDREN

The children want to come to school each day. They don't want to miss it.

The children feel that they are part of the school. They say; "That is my school," "That is my room," or "That is mama's room."

The children are becoming able to deal with changes, transitions, and new situations.

The children are encouraging their parents to attend school instead of being absent.

The children are more independent. They don't cling to their mothers as they did at the beginning of the year.

They are becoming more responsible; they clean up, do daily jobs, and follow through in activities.

The plans which they make are more detailed, and they stick with their plans longer.

They are thinking more about "we" and "us," and responding more to the group than just to themselves.

They are learning to say; "Thank you," "Excuse me," and "I'm sorry" as appropriate social courtesies.

The children have learned to share, to take turns, and to borrow, rather than to take or demand.

The children are developing more distinctive personalities, with ways of thinking and valuing.

Children have learned to talk about their feelings, and will as appropriate.

The children are becoming better thinkers. They are learning that they have choices and to make decisions, and they feel good about the choices which they select.

ILLUSTRATIVE PROBLEMS ENCOUNTERED

Childcare is a real problem for several of the parents. Several can not afford to pay for child care until AFDC money comes (2 months).

A parent had to be removed from the program because she was abusive to the teacher and to the group. The other parents stayed with the teacher throughout the day "to protect her from the parent."

One parent seems unwilling to conform to school rules and procedures. Her child is very disruptive in the ECE class, and we have not been able to get him to begin responding to the High/Scope class structure. Both are dysfunctional to the groups.

On rainy days, attendance is poor.

Attendance is low at the first of each month.

The closer it gets to Christmas, the fewer students we have attending regularly.

The month of December has been terrible for us. Christmas is a hard time for these mothers. Some have taken part-time jobs.

Recruiting efforts thus far have not provided us with enough students. We are worried and this frustration affects our communication with each other.

Time demands for recruiting are upsetting us because we need the time we have for planning and teaching.

It is difficult to introduce new children to the classroom. About three weeks of patient work is needed for children to follow patterns of the classrooms.

During a team planning session, we expressed concern that we spend so much time being "psychologists" and "counselors" when we need to spend so much time on adult education and early childhood education.

The multiple uses of the ABE classroom by the school are disruptive to the classes, and make instruction more difficult at times.

The husband of a parent had told her that she could not continue in school. She had been very upset, but she came to school today. She said that she took a vote at her house to see whether "Mom" would continue in school. All the children voted "Yes." She was very happy to be back in school.

APPENDIX E

ACADEMIC ACHIEVEMENTS OF PARENTS BY MODEL SITE

Type E: One parent. This parent was enrolled for the full year, and has scheduled the GED exams during the summer. This parent was the "star" of the class in academic achievement, development of self concept, and gaining control over life.

Type F: Three parents. One parent enrolled and attended only 21 days before the premature birth of her child. The attention required by the child did not allow her to continue. She has said she plans to enroll again in 1989-90. One enrolled in mid April, but probably will not return. She is very dedicated to her family, and does not seem willing to be away from the home to attend school. The other is functionally retarded, and her family seems to use her condition to its benefit and convenience. She dropped out of the program, and probably will do little to make significant changes in her life.

Type G: No parents of this type.

Other: Eight parents who enrolled were not classified. The data to determine the characteristics of the adult were not collected for these parents at the time they enrolled, nor during the times while they were attending.

Henderson, North Carolina

Type A: Two parents. One of these parents received the GED certificate, took courses from the local community college while still enrolled in the model program, received over $2500.00 in scholarships, and enrolled in the nursing program of the local community college. The other was making significant progress toward completion before withdrawing in early May for birth of a child. She plans to take parts of the exam during the summer and return in 1989-90 to complete the exams.

Type B: Seven parents. Two have taken parts of the exams and have others scheduled during the summer. Both plan to return if the exams are not passed. One enrolled in January, but withdrew in late April for childbirth. This parent has taken parts of the exams and has others scheduled. She plans to continue if the exams are not passed. Two enrolled in January, have made substantial progress, and plan to continue in the fall. The other parent enrolled two weeks before the end of the school year, and plans to continue in the fall.

Type C: One parent. This parent attended only 23 of 60 days enrolled, before withdrawing for birth of her child.

APPENDIX E

Academic Achievement by Parents

As has been described in the body of the report, parents are different in ways which were believed to be related to the likelihood of success in the programs. Seven categories were identified, and summary statements of achievements for each model site by those groups follow. Data for these statements reflect the status at the end of the academic year for the respective sites.

Fayetteville, North Carolina

Type A: Two parents. One entered in February and one in March. One is scheduled to take the GED exams during the summer and expected to pass. The other is making good academic, personal, and social progress and expects to return for the 1989-90 year.

Type B: Three parents. One is scheduled to take the full exam during the summer, and is expected to pass because of high scores on the pre-GED exams. If a passing score is not attained, this parent plans to continue next year. Another parent has scheduled part of the exam to be taken during the summer, and plans to continue in the program. The third parent enrolled in late January, is making good program accomplishments, and plans to continue in the 1989-90 year. All of these parents are expected to continue until completion.

Type C: Three parents. One of these parents enrolled early in the academic year and continued throughout the year. This parent had attendance of about 70%, and is not ready to take the GED exams. Although eligible to continue next year, this parent is not expected to return or to enter other programs. One attended only 20 days before dropping out. The teachers reported little apparent interest in the program while there. The third parent attended 16 days before dropping out, and reporting a conflict with the teacher as the reason.

Type D: One parent. This parent enrolled in late January, and attended only 13 days of the 32 enrolled. The parent showed little interest in personal improvement while present.

During that time she showed little commitment to the program.

Type D: One parent. This parent attended only 40 of the 91 days enrolled before withdrawing. The staff described this parent as always having excuses for everything. Little academic or social progress was made in that time.

Type E: No parents of this type.

Type F: Four parents. One of these parents enrolled in mid March, made good progress, attended 100% of days enrolled, and plans to continue. She will be eligible for two more years, and may be able to complete the GED requirements in that time. One is a grandparent who hoped to learn to read with the grandchildren. That much was accomplished, and this parent probably will not return next year. One parent attended only 13 of the 33 days enrolled before she withdrew to give birth to a child. She probably will not return. The other attended 17 of the 41 days enrolled, before withdrawing because "school was just too much trouble."

Type G: No parents of this type.

Walnut, North Carolina

Type A: No parents of this type.

Type B: Two parents. One of these parents received the GED certificate, and plans to enroll in the local community college. The other has passed all parts of the exam, but does not have a total score high enough to receive the certificate. This parent plans to continue in the program next year.

Type C: Three parents. All these parents maintained enrollment and attendance throughout the year. One received the GED certificate; one has passed all parts of the exams, but has a total score which is 4 points below requirements for the certificate; and the other parent is functioning at a low academic level. This parent now is able to read books to her child and work independently in the academic books, and plans to continue in the program next year.

Type D: No parents of this type.

Type E: Two parents. One of these parents has passed four parts of the GED exams, one part with a perfect score; other scores are near the 90th percentile. She plans

to take the fifth section during the summer. She has made remarkable academic, personal, and social progress during the year. The other parent suffered a complete "mental breakdown" early during the year. After extended treatment, she was unable to continue in the program.

Type F: Two parents. Both of these parents have made significant academic progress, including being able to read materials with their children and work independently in their academic work. One is not eligible to continue next year. The other plans to continue.

Type G: No parents of this type.

Wilmington, North Carolina

Type A: One parent. This parent has taken the GED exams, but scores have not been reported. The staff are not confident of readiness. If the exam is passed, this parent plans to enroll in the community college; otherwise continue in the program to completion.

Type B: Three parents. One of these parents has taken the exams and awaiting scores, and the other has scheduled the exams. Both plan to enroll in the community college if the exams are passed, and continue in the program if not. The other parent withdrew from the program in late March to give birth to a child. She plans to continue in the program next year.

Type C: Four parents. Only one of these parents completed the school year. This parent attended only 54% of days enrolled, and made little commitment to the programs. Of the other four, one attended 18 days, one 12, and one 4. None seemed committed to an educational program, or to changing their conditions.

Type D: Six parents. Of these parents, one completed the school year. This parent was functioning at a low academic level, but learned to work independently and read well enough to function in a regular ABE program at the community college. The others attended 18, 16, 15, 13, and 6 days respectively before dropping out of the program. None made a significant commitment to the programs.

Type E: Five parents. Of these parents, four completed the school year. The one who dropped out did so because of traumatic events in the family that could not be overcome. One parent has completed the GED exams and not yet received scores, two have scheduled the exam, and one plans to continue in the program during the

1989-90 year. Of the three who have taken or scheduled the exams, all will probably seek work rather than continue education at the present time.

Type F: One parent. This parent made remarkable gains during the year, and has taken the GED exams. Scores are not yet received. She is expecting to give birth to a child immediately after the end of the academic year, so it is not clear what plans are feasible for next year.

Type G: No parents of this type.

McFerran Elementary School (Louisville, Kentucky)

Type A: Two parents. Both plan to take the GED exams during the summer.

Type B: One parent who plans to take the GED exams during the summer.

Type C: One Parent. This parent made little gains and showed little commitment to the program while enrolled.

Type D: Three parents. Two parents completed the school year; one of which made a significant commitment to the program with resulting significant academic, personal, and social gains. This parent will be continuing in the program next year. The other of these two parents made little adjustment to the program, and continued near-abusive behavior toward child. This parent is moving from the area during the summer. The third parent made little commitment to the program, and dropped out without gains of significance.

Type E: One parent. This parent has received the GED certificate, made significant personal and social gains, and plans to enroll in community college in the fall.

Type F: Three parents. Two of these parents completed the school year; one with near perfect attendance, and the other with about 67% attendance. Both plan to continue next year, but the one with low attendance may not be giving enough attention to the program to make significant gains. The third parent dropped out after having made little gains.

Type G: No parents of this type.

Roosevelt-Perry Elementary School (Louisville, Kentucky)

Type A: One parent. This parent has received the GED certificate and secured a job offered to successful students in the programs in Louisville. This parent made significant academic, personal, and social gains. She is among the "Star" students of the entire project.

Type B: Two parents. Both parents are planning to complete the exams during the summer, and continue next year if the exams are not passed.

Type C: One parent. This parent dropped out of the program without significant gains, or having made a commitment to the programs.

Type D: Four parents. One of these parents received the GED certificate and plans to continue in some form of higher education next year. Another entered during late January and had 64% attendance while enrolled, but plans to continue next year. The other two dropped out after having been disruptive to the classes and made little commitment to the program or to change.

Type E: Two parents. One received the GED certificate, and the other has taken the exams and not received scores.

Type F: Four parents. Three of these parents have made enough academic progress to be able to read materials of the class and work independently in class materials. They plan to continue in the program next year. The other parent enrolled in mid March, and attended only 55% of the days enrolled. Little academic progress has been made, and the parent plans to enroll in a reading tutorial program in the fall.

Type G: No parents of this type.

Other: Five parents who enrolled were not classified. The data to determine the characteristics of the adult were not collected for these parents at the time they enrolled, nor during the times while they were attending.

Schaffner Elementary School (Louisville, Kentucky)

Type A: One parent. This parent received the GED certificate.

Type B: One parent. This parent received a GED certificate, but made little progress during the program. She attended only 28% of days enrolled, and made little commitment to the program; which served primarily as a

review and preparation for the exams. The parent was near ready to take the exams at the time of enrollment.

Type C: Five parents. Four of these parents remained on the active rolls at the end of the year, but none demonstrated high level of commitment to change. Attendance rates for the four were 78%, 77%, 61%, and 43% respectively. The patterns of gains were apparent during times of regular attendance, but regression was evident after absences. They made little overall academic gains. One of these parents took the GED exams, failed parts, and plans to retake in the summer. All are eligible to return, but the staff are not sure about the intentions. The fifth parent attended only 18 days before dropping out without making significant efforts or gains.

Type D: Four parents. None of these parents completed the academic year, and all dropped out without making significant commitments to, or gains from the programs.

Type E: One Parent. This parent has taken the GED exams but not made a total score high enough for certification. Plans are made to retake parts during the summer. If the resulting total is not high enough, this parent will return to the program in 1989-90.

Type F: One parent. This parent has made remarkable progress in personal and social areas, and has learned to function independently in the academic programs. She will return to the program in 1989-90.

Type G: Three parents. Two of these parents received GED certification, and made remarkable academic, social, and personal progress during the short time enrolled. The other parent was making equally comparable gains, but withdrew from the program near the end to get a job to meet requirements of a child-custody order.

APPENDIX F

RAW DATA FOR ADULTS BY MODEL SITE

APPENDIX F

RAW DATA FOR ADULTS BY MODEL SITE

The data presented in the tables on the following pages were used for the statements of academic accomplishments and for descriptive analysis of the adults and families. The are presented by model site.

As can be seen, there are many instances of missing data. Generally, there are two reasons for missing data; one of which should be anticipated in any such study, and the other which was a result of poor data collection practices. Particularly, in most sites, the adults were allowed to enroll at any time during the school year, and adults dropped out during the year. In no cases were the staff of the sites able to administer the TABE to parents who dropped out of the programs. Further, for some parents who enrolled only a few weeks before the end of the year, the tests were not given after such a short time. These missing data should be expected in any project.

But in two sites, data were not collected by staff at the time of enrollment, especially if the enrollment was during the school year. In the Fayetteville site tests were not administered to persons entering after mid year until two months after enrollment. Nor were the data forms for descriptive information about the families. The delays in testing, matched with lack of care in end-of-year testing gave little data about test changes for that site. In addition, descriptive data were not available for the several adults who had enrolled but dropped out after a short time.

From the experiences with data collection dy staff during the 1988-89 year, changes in the procedures are being made for the next years.

In the tables which follow, the column labels refer to:

Date.	Date of enrollment
Age.	Age in years at time of enrollment
Att.	Number of days attended during the year
Enr.	Number of days enrolled in the program
%	Percent attendance (Att/Enr)
Group.	The type of adult (See body of report for meaning)
EOY.	Enrolled at end of year (Y = Yes, N = No)
PRR.	Pretest grade equivalent score, TABE Reading Total
POR.	Posttest TABE Reading Total
PRM.	Pretest TABE Mathematics Total
POM.	Posttest TABE Mathematics Total
PRL.	Pretest TABE Language Total
POL.	Posttest TABE Language Total
# Child.	Number of children living in home

Fayetteville

	Date	Age	Att	Enr	%	Group	EOY	PRR	POR	PRM	POM	PRL	POL	# Child
1.	04/11/89		12	22	55	O	Y	9.3	12.5	3.3	7.7	7.6	4.5	
2.	01/23/89	25	52	55	95	B	Y	5.9	5.9	6.3	5.4	3.1	3.2	3
3.	09/19/88	25	77	99	78	E	Y	9.2		6.8		5.5		2
4.	02/06/89	28	39	48	81	A	Y	9.1	12.5	8.6	9.3	8.7	5.8	2
5.	04/03/89	33	13	24	54	F	Y	12.9	12.9	2.5	8.1	7.1	8.2	4
6.	03/20/89	30	21	32	66	A	Y	6.9	8.2	5.3	5.3	4.1	3.7	5
7.	09/19/88	27	79	100	79	B	Y	9.4	10.0	9.1	9.3	5.3	5.6	5
8.	09/19/88	28	68	94	72	C	Y	7.9		6.4		3.8		4
9.	03/20/89	27	20	32	63	C	Y	9.0	10.9	7.9		5.1		4
10.	10/25/88	36	77	83	93	B	Y	4.7		7.0		4.4	4.9	2
11.	03/20/89		12	23	52	O	N							
12.	09/19/88		21	32	66	F	N			3.3		2.0		2
13.	09/19/88	21	9	22	41	O	N							3
14.	03/22/89	28	9	25	36	O	N							2
15.	01/23/89	29	16	18	89	C	N							1
16.	09/19/88	26	22	26	85	O	N							4
17.	09/19/88	24	15	26	58	O	N							2
18.	01/23/89		13	32	41	D	N							
19.	09/19/88		18	32	56	O	N							
20.	09/19/88		10	39	26	O	N							
21.	01/19/89	25	35	40	88	F	N							1

New Hanover County (Wilmington)

	Date	Age	Att	Enr	%	Group	EOY	PRR	POR	PRM	POM	PRL	POL	# Child
22.	10/11/88	24	81	90	90	B	Y	8.0	8.9	8.9	8.9	4.7	8.3	2
23.	10/18/88	29	76	87	87	E	Y	8.5	10.9	6.3	8.6	7.0	10.9	1
24.	10/18/88	29	75	87	86	A	Y	5.7	6.2	5.7	8.4	7.8	8.3	4
25.	01/18/89	22	52	53	98	B	Y	8.5	9.4	6.3	8.5	6.3	9.4	2
26.	01/03/89	20	37	61	61	E	Y	4.8	7.3	5.7	6.5	4.9	4.7	4
27.	11/22/88	20	65	72	90	E	Y	8.1	9.2	6.8	10.6	8.0	10.9	2
28.	01/18/89	28	50	53	94	D	Y	3.6	5.3	5.2	5.7	3.2	4.2	2
29.	10/04/88	26	82	93	88	E	Y	7.3	9.2	7.5	8.3	4.5	5.7	4
30.	10/18/88	27	39	72	54	C	Y	5.7		6.0		3.6		3
31.	10/04/88	25	68	93	73	F	Y	10.9	12.9	7.3	8.8.	3.8	8.6	2
32.	01/18/89	23	18	32	56	C	N	7.4		5.0		5.0		5
33.	10/04/88	23	7	16	44	D								2
34.	10/18/88	24	11	19	58	E	N							5
35.	11/17/88	21	24	31	77	B	N	3.5		6.5		5.2		1
36.	01/18/89	22	12	19	63	D	N	12.9		5.5		8.1		2
37.	10/04/88	20	37	39	95	C	N							1
38.	01/18/89	26	16	20	80	D	N	11.2		9.5		9.5		2
39.	10/04/88	21	15	25	60	D	N							1
40.	10/04/88	22	5	11	45	C	N							3
41.	10/04/88	20	18	25	72	D	N							2

Schaffner (Louisville, KY)

	Date	Age	Att	Enr	%	Group	EOY	PRR	POR	PRM	POM	PRL	POL	# Child
42.	01/10/89	22	14	50	28	B	Y	10.9		9.1		8.3		3
43.	02/02/89	31	33	41	80	G	Y		12.9	12.9	12.9	9.1	10.6	2
44.	01/24/90	22	36	47	77	C	Y	8.9	8.9	5.4	6.2		8.9	2
45.	11/01/88	23	60	75	80	E	Y	8.3	10.9	6.6	9.3	7.6	10.9	1
46.	03/21/90	30	22	23	96	G	Y		12.9		10.9		12.9	2
47.	09/20/88	26	40	93	43	C	Y	8.5		8.3		8.3		3
48.	01/03/89	33	37	55	67	A	Y	12.9	12.9	8.7	10.1	8.5	10.6	3
49.	11/20/88	25	54	69	78	C	Y	5.3	5.0	4.9	7.4		3.2	3
50.	02/28/89	26	20	33	61	C	Y		8.9		6.4		7.7	5
51.	09/20/88	26	75	93	81	F	Y	8.5	8.6	6.1	7.5	5.7	8.8	3
52.	01/17/89	29	22	27	81	G	N	9.2		6.4		4.0		1
53.	09/20/88	23	46	62	74	D	N	8.8		8.0		8.8		2
54.	09/20/88	29	18	37	49	D	N	8.1		6.0		5.5		3
55.	09/20/88	26	18	38	47	C	N	5.1		8.8		3.2		2
56.	09/20/88	24	16	40	40	D	N	5.4		6.0				2
57.	09/20/88	24	12	18	67	D	N	11.4		8.0		8.5		2

Vance County (Henderson, NC)

	Date	Age	Att	Enr	%	Group	EOY	PRR	POR	PRM	POM	PRL	POL	# Child
58.	09/27/88	43	73	88	83	F	Y	2.6	3.2	2.7	3.2	2.0	2.2	2
59.	03/14/89	30	30	30	100	F	Y	4.2	4.4	5.1	6.1	4.9	4.1	3
60.	09/07/88	25	90	98	92	A	Y	12.9	12.8	11.0	12.9	8.7	12.7	2
61.	09/07/88	24	83	98	85	B	Y	6.5	6.9	6.2	7.2	7.7	9.7	1
62.	01/18/89	27	48	48	100	B	Y	6.0	6.5	6.4	7.5	6.6	6.0	5
63.	01/18/89	33	48	49	98	B	Y	2.9	3.9	3.8	4.4	2.7	3.5	2
64.	09/20/88	27	79	90	88	B	Y	9.1	4.9	5.9	6.9	4.9	6.7	3
65.	10/12/88	24	81	83	98	B	Y	8.2	11.1	8.9	12.9	9.7	11.6	2
66.	05/09/89	23	8	9	89	B	Y	5.6		9.9		5.4		1
67.	01/31/89	19	19	27	70	B	N	9.7		9.0		6.6		1
68.	09/07/88	21	87	98	89	A	Y	9.4		9.6		7.3		1
69.	09/22/88	38	40	91	44	D	N	4.0		3.9		3.3		1
70.	11/08/88	29	17	41	41	F	N							2
71.	09/07/88	24	10	13	77	O	N							4
72.	10/11/88	23	23	60	38	C	N							3
73.	09/07/88	31	13	33	39	F	N							4
74.	02/08/89	24	9	25	36	O	N	7.0		3.8		3.8		3

Roosevelt/Perry (Louisville, KY)

	Date	Age	Att	Enr	%	Group	EOY	PRR	POR	PRM	POM	PRL	POL	# Child
75.	02/11/89	28	24	46	52	F	Y	6.1	5.4	4.7	4.4	3.2	8.3	5
76.	04/11/89	26	6	21	29	O	Y	7.5		8.4		6.5		
77.	09/21/88	29	83	95	87	F	Y	2.5	2.7	2.5	2.7	2.5	2.7	3
78.	01/04/89	30	25	56	45	D	Y	12.9	12.9	9.1	8.1	12.9	12.9	3
79.	01/31/89	24	30	47	64	D	Y	6.0		5.5		4.5		2
80.	01/10/89	23	36	56	64	F	Y	4.7	4.9	5.4	4.8	4.7	5.5	2
81.	12/02/88	24	26	60	43	E	Y	9.6		10.6		9.6		3
82.	03/15/89	27	16	29	55	F	Y	2.0	2.0					3
83.	09/06/88	28	67	93	72	B	Y	4.9	6.9	7.0	8.2	5.2	7.5	2
84.	10/11/88	22	31	85	36	E	Y	12.9	12.9	5.4	8.2		10.4	4
85.	09/15/88	29	72	97	74	F	Y	2.6	5.0	4.8	5.4	2.5	4.6	2
86.	09/06/88	20	86	102	84	A	Y	10.4	10.6	8.2	9.7	9.4	10.6	2
87.	09/06/88	27	89	102	87	B	Y	8.5	6.2	5.1	8.0	4.8	8.0	3
88.	04/19/89	25	15	17	88	O	Y	9.1		7.7		11.0		
89.	02/21/89	25	16	24	67	O	N	11.4		6.5		10.5		5
90.	01/31/89	24				O	N	9.0		9.3		9.0		2
91.	02/07/89	21				O	N	7.4		6.4		7.9		1
92.	09/20/88	23				C	N	7.5		7.2		4.7		3
93.	01/24/89	26				D	N							5
94.	09/06/88	30				D	N							2

McFerran (Louisville, KY)

	Date	Age	Att	Enr	%	Group	EOY	PRR	POR	PRM	POM	PRL	POL	# Child
95.	09/06/88	29	85	96	89	E	Y	12.1	9.4	8.8	10.9	6.4	7.9	6
96.	09/06/88	27	64	96	67	A	Y	12.9	12.9	8.3	12.9	8.6		2
97.	11/10/88	28	65	68	96	D	Y	6.6	8.3	5.4	7.7	7.1	8.2	3
98.	12/05/88	30	33	62	52	B	Y	11.4		7.6		6.0		3
99.	03/06/89	34	21	22	95	F	Y		6.4		7.6		7.9	3
100.	02/02/89	31	26	39	67	F	Y	3.9	4.5	3.4	4.4	2.2	2.6	2
101.	09/06/88	30	81	96	84	A	Y	5.7	6.4	7.1	10.1	6.3	7.6	3
102.	02/21/89	26	24	33	73	D	Y		6.0		6.6		4.4	3
103.	09/21/88	33				F	N							8
104.	10/25/88	39				C								2
105.	09/21/88	33				D								2

Madison County (Walnut, North Carolina)

	Date	Age	Att	Enr	%	Group	EOY	PRR	POR	PRM	POM	PRL	POL	# Child
106.	09/12/88	26	93	102	91	B	Y	8.8	9.0	8.3	8.3	6.9	10.9	3
107.	09/12/88	24	94	102	92	B	Y	12.9	12.9	8.8	10.9	12.9	12.9	3
108.	09/12/88	34	87	102	85	C	Y	12.9	12.9	8.9	9.4	8.0	12.9	3
109.	09/12/88	30	92	102	90	E	Y	12.9	12.9	12.9	12.9	12.9	12.9	4
110.	09/12/88	26	88	102	86	C	Y	8.5	10.9	7.5	10.9	7.6	7.1	1
111.	10/03/88	24	81	93	87	C	Y	2.3	2.7	4.1	3.5	1.5	2.5	1
112.	09/12/88	34	98	102	96	F	Y	1.6		2.5		2.1		4
113.	09/12/88	20	93	102	91	F	Y	3.1		5.3		2.6		1
114.	09/12/88	32	8	11	73	E	N							4